DOCUMENT RESUME

ED 283 625 PS 016 748

AUTHOR	Asher, Steven R.; And Others
TITLE	Children's Social Development: Information for Teachers and Parents.
INSTITUTION	ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	87
CONTRACT	400-86-0023
NOTE	132p.
AVAILABLE FROM	ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 202, $8.95).
PUB TYPE	Information Analyses - ERIC Information Analysis Products (071) -- Reports - Research/Technical (143) -- Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; *Children; Developmental Stages; Elementary Education; *Interpersonal Competence; Intervention; *Parent Education; Parent Influence; *Peer Relationship; Preschool Education; Social Cognition; *Social Development; *Teacher Influence

ABSTRACT

This compilation of information for teachers and parents translates important aspects of research regarding children's social development and peer relationships into strategies that can be used by parents and teachers to understand and help children who need to develop more effective ways to deal with peers. The publication includes three topical papers, an annotated bibliography of information for parents, and an ERIC computer search reprint on the topic of children's social development. The first paper, "Helping Children without Friends in Home and School Contexts" (Steven Asher and Gladys Williams), discusses the problems of children without friends and suggests ways teachers and parents can help these children develop better peer relationships. "Children's Peer Relationships" (Christine Burton) indicates the importance of peer relationships, discusses some reasons why children have problems with their peers, and suggests ways children can be helped to overcome these problems. "The Development of Social Competence" (Sherri Oden) describes the importance of infants' and children's interaction with others as it relates to the developmental stages of children's social competence. The annotated bibliography contains citations to journal articles of special interest to parents and a list of newsletters and magazines which frequently include information on children's social development. The last section is a reprint of a computer search of the ERIC database divided into portions dealing with preschool and elementary school age children. (BN)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ED283625

ERIC EECE

Children's Social Development

Information for Teachers and Parents

Steven R. Asher
Gladys A. Williams

Christine B. Burton

Sherri Oden

PS 016748

BEST COPY AVAILABLE

Children's Social Development:
Information For Teachers and Parents

Steven R. Asher and Gladys A. Williams

Christine B. Burton

Sherri Oden

ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois
805 W. Pennsylvania Ave.
Urbana, IL 61801

217-333-1386

OERI

Office of Educational
Research and Improvement
U.S. Department of Education

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education under contract number OERI 400-86-0023. The opinions expressed in this report do not necessarily reflect the positions or policies of OERI or the Department of Education.

Catalog # 202
$8.95
1987

TABLE OF CONTENTS

Introduction i

Helping Children without Friends in Home and School Contexts
Steven R. Asher and Gladys A. Williams 1

Children's Peer Relationships
Christine B. Burton 27

The Development of Social Competence in Children
Sherri Oden 35

Children's Social Skills: A Bibliography for Parents 43

Computer Search of the ERIC Database 47

INTRODUCTION

The long-term effects of children's social development and peer relationships have been the subject of recent research studies. This compilation of information for teachers and parents translates some important aspects of this research into strategies that can be used by parents and teachers to understand and help children who need to develop more effective ways to deal with peers. The publication includes three topical papers, an annotated bibliography of information for parents, and an ERIC computer search reprint on the topic of children's social development.

The first paper in the compilation, "Helping Children without Friends in Home and School Contexts" by Steven R. Asher and Gladys A. Williams discusses the problems of children without friends and suggests ways teachers and parents can help these children develop better peer relationships. "Children's Peer Relationships" by Christine B. Burton indicates the importance of peer relationships, discusses some reasons that children have problems with their peers, and suggests ways children can be helped to overcome these problems. "The Development of Social Competence" by Sherri Oden describes the importance of infants' and children's interaction with others as it relates to the developmental stages of children's social competence.

The annotated bibliography of information for parents contains citations to journal articles of special interest to parents and a list of newsletters and magazines which frequently include information on children's social development. The last section is a reprint of a computer search of the ERIC database divided into portions dealing with preschool and elementary school age children.

HELPING CHILDREN WITHOUT FRIENDS IN HOME AND SCHOOL CONTEXTS*

Steven R. Asher and Gladys A. Williams

Imagine having to spend over 30 hours a week in an environment in which there are lots of other people your own age, but almost none of them like you. That's what school is like for many children. Here are four such children, as described by their classmates. The children differ in their behavior, but they have one thing in common: All lack friends in their class.

--John, a third grader: "He is mean. . . Once he got me into a position where I couldn't fight back, and. . . he jumped on me and started beating me up. . . He'll try to fight with anybody."

--Melissa, a sixth grader: "She's sort of snotty. . . She'll boss people around and expect them to do what she says. . . and she always bugs them. . . She's a tattletale. She says she is going to tell Mr. Howard. . . She kind of spreads rumors and stuff. Whenever you're talking she'll always look at you. Then she'll say to someone else what you're talking about. It's like she's the classroom gossip."

---

*This paper is a revision of the 1985 Pickering Lecture given by the first author at Carleton University, Ottawa.

--Billy, a third grader: "When some other people are talking, he always interrupts. . . When other people are working he starts talking and they can't work. . . He makes noises--burps so you can hear it on the other side of the room. . . He's not warlike or anything, but. . . he won't listen."

--Sue, a third grader: "Everybody just about makes fun of her. . . She has a slow voice. . . We make up jokes and she says, 'Well, I don't know. . .' She says 'I don't know' all the time. . . It seems like she's a little retarded. . . At Show-and-Tell she said, 'I slammed my finger in the car door,' and that's not what other people tell about at Show-and-Tell."

Research reveals that a considerable number of children such as these are named by no one in their class as one of three best friends. As will be discussed, these children are particularly lonely and are more likely than children with friends to have serious problems in later life. They can be helped, however, through the cooperative efforts of parents and teachers. Indeed, even relatively brief educational efforts often can produce positive results.

Why should parents and teachers be concerned with children's friendships? After all, there are so many other areas of children's lives to be worried about including their values, progress in school, health, personal safety, and ability to resist unhealthy forms of personal experimentation. Should friendship be added to this already-daunting list?

The fact of the matter is that friendship is on parents' and teachers' lists of concerns for children. Behind this concern is a general belief that friendships provide children with a source of emotional security and with opportunities to learn a variety of new skills. Friendships can also be an important source of daily pleasure and overall life satisfaction.

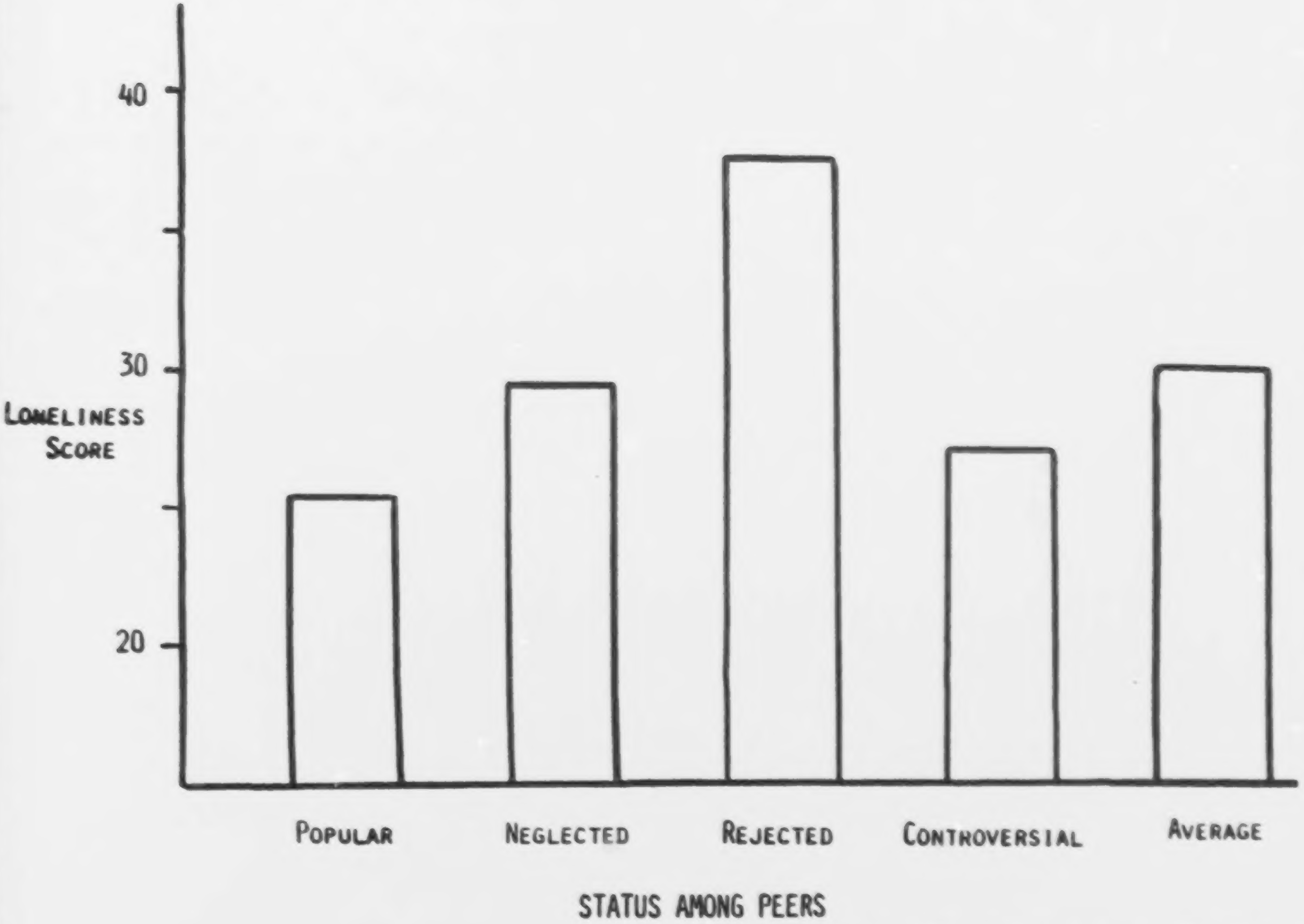
Concerns about children's friendships have been increasing over the last decade, perhaps because certain trends in our society are contributing to a growing prominence of peers in children's lives. The increasing number of working mothers and single-parent families has resulted in earlier entry of young children into organized peer group settings such as day care homes, nursery schools, or day care centers. Furthermore, children stay in school for more years than they did in earlier times. In addition, children today participate in various after school and summer peer group activities (e.g., clubs, sports, church groups, camps). Together, these experiences guarantee that children will spend considerable time with similar-age peers throughout childhood and adolescence. This degree of peer contact accentuates the plight of children who have poor relationships with other children.

Problems Associated with Not Having Friends

Peer rejection in childhood brings with it short-term and long-term problems. Recent research reveals that children who are rejected by peers experience stronger feelings of loneliness and social dissatisfaction (Asher & Wheeler, 1985; Williams & Asher, 1987). Figure 1 shows the level of loneliness reported by five different groups of children: popular children, neglected children, rejected children, controversial children, and average children. These groups of children are identified by using sociometric measures. Popular children are those who many children identify as a best friend and few children say they dislike. Neglected children are neither named as particularly liked nor disliked by others. Rejected children have few friends and many children report disliking them. Controversial children elicit different types of strong reactions with some children viewing them as friends and others disliking them.

It can be seen from Figure 2 that rejected children are the most unhappy and dissatisfied with their peer relationships. Other researchers have found that rejected children also report lower self-esteem (Finn & Cole, 1985). Together, these findings suggest that rejected children are discontent with themselves and with their peer relationships.

FIGURE 1
LONELINESS AND STATUS



(From S. R. Asher & V. A. Wheeler, 1985)

FIGURE 2

CHARACTERISTICS ASSOCIATED WITH PEER ACCEPTANCE AND PEER REJECTION, GROUPED ACCORDING TO SIX CORE QUESTIONS

Core Question	Acceptance	Rejection
Is this child fun to be with?	sense of humor resourceful/skillful participatory/readily involved cooperative	aggressive/mean disruptive bossy/domineering withdrawn/apprehensive low cognitive skills
Is this child trustworthy?	reliable honest loyal	aggressive/mean dishonest betrays confidences
Do we influence each other in ways I like?	cooperative responsive	aggressive/mean bossy/domineering resistant/rigid
Does this child facilitate and not undermine my goals?	cooperative helpful	disruptive impulsive
Does this child make me feel good about myself?	supportive/kind responsive likes me	insulting/demeaning nonresponsive dislikes me
Is this child similar to me?	common values and interests respect for peer conventions same gender, race, age	different values and interests nonconformity to peer conventions superior manner handicapped

The quality of children's peer relationships also helps us to predict how well children cope in later life. There are numerous studies of whether children's social relationship problems in elementary school predict problematic later life outcomes, such as dropping out of school, criminal behavior, and mental health problems. A recent review of this research (Parker & Asher, in press) identified 29 studies of which all but three found that serious outcomes could be predicted from earlier peer relationship problems. It should be stressed that the prediction is far from perfect. Most children who lack friends for a period of time in school do not have significant problems later on. Nonetheless, children with poor peer relationships are at greater risk for developing serious problems in adolescence or adulthood.

To appreciate the levels of risk and prediction that are possible, consider two studies of school dropouts. One research team found that 54% of unpopular 6th grade boys and 35% of unpopular 6th grade girls dropped out compared to only 19% of popular boys and 4% of popular girls (Gronlund & Holmlund, 1985). In another study, conducted in a different location and year, 14% of 5th through 9th grade unpopular boys and 15% of 5th through 9th grade unpopular girls dropped out compared to 4% of more popular boys and 8% of more popular girls (Barclay, 1966). In both studies, it is clear that although many unpopular children stay in school and some popular children drop out, children who are unpopular are far more likely to leave school than those who are popular.

Not only do peer relationship problems help predict later adjustment, they may be better predictors than other aspects of children's lives. One research team found that the way a child was viewed by peers in 1st through 3rd grade was a better predictor of mental health problems 11 years later than were I.Q., school achievement, teachers' ratings, nurses' ratings, personality test scores, or absenteeism (Cowen, Pederson, Babigian, Izzo, & Trost, 1973). It is impressive that simple sociometric measures (e.g., asking children to list children they like most or least) can have such predictive power!

Why is it that the quality of children's peer relationships is associated with later adjustment? Some prominent child psychologists argue that interactions with other children provide opportunities for social learning (Hartup, 1983; Hartup & Sancilio, 1986). Through these interactions, children develop valuable communication skills that facilitate group entry, group problem solving, and the management of competition and conflict. Friendship and peer relations also provide a context in which self-exploration, emotional growth, and moral development can occur. There are, of course, other contexts in which this learning can take place. Parents, teachers, and other adults are certainly crucial in the socialization process. But it is among other children that a child learns how to interact with equals. There is no doubt, then, that children with friends have an important developmental advantage.

The Basis of Acceptance and Rejection

What is it that leads to acceptance versus rejection by peers? Psychologists have been studying this question intensively over the past decade by directly observing children's behavior and by asking teachers and classmates to describe the behavior of accepted and rejected children. A variety of characteristics have been identified as important contributors to successful peer relations. These characteristics suggest to us that children are paying attention to six core questions as they choose their friends. These questions are:

--Is this child fun to be with?
--Is this child trustworthy?
--Do we influence each other in ways I like?
--Does this child facilitate, and not undermine, my goals?
--Does this child make me feel good about myself?
--Is this child similar to me?

These questions are not unique to children's peer relationships, of course. They are also relevant at other stages of life and in other types of social relationships (e.g., parent-child, husband-wife). Nonetheless, certain questions become more prominent at different life stages. For example, when young children are interviewed about the characteristics they value in a friend, they put particular emphasis on whether a child is an enjoyable play partner (i.e., fun to be with). Adolescents, on the other hand, stress characteristics relevant to trustworthiness, such as loyalty and the ability to keep confidences, as central features of friendships (LaGaipa, 1981; Berndt, 1986). This suggests that the violation of a confidence would be a more serious breach of friendship in high school than in nursery school.

Our six core questions can be used to categorize characteristics that researchers have found to be associated with acceptance versus rejection in the peer group. In Figure 2, we have taken these characteristics and listed them under the core questions to which they pertain. Notice that some behaviors, for example, being aggressive or mean to others, are relevant to more than one core question. A child who physically or verbally harms others is less fun to be with, undermines trust (personal safety is a fundamental trust issue), and exerts influence on others in ways that are viewed as coercive. An example of a positive characteristic that is relevant to more than one core question is cooperativeness, which helps create an atmosphere of mutual influence and also plays an important role in the accomplishment of others' goals.

It is important to recognize that none of the behaviors listed under rejection in Figure 2 inevitably leads to peer rejection. A child's relationship with peers is based on the entire pattern of the child's dealings with others. For example, a rather bossy child who nonetheless displays acts of kindness, has a good sense of humor, and is competent at sports and schoolwork, will be viewed differently than another equally bossy child who has fewer compensating skills and personal qualities.

An important aspect of rejection that Figure 2 cannot convey is that different children may be disliked for totally different reasons. There are several routes to rejection. For example, some children seem to antagonize others by starting fights, or by their bossiness, or untrustworthiness. Others appear to upset things by interrupting or disrupting others' activities. Still others run into difficulties because they are socially inept.

Motivation and Social Knowledge

Describing the behavior of rejected children is an important first step, but it is also important to look into the reasons for children's behavioral problems. We believe that rejected children want to have friends. Why then would they behave in ways that interfere with the process of making and keeping friends?

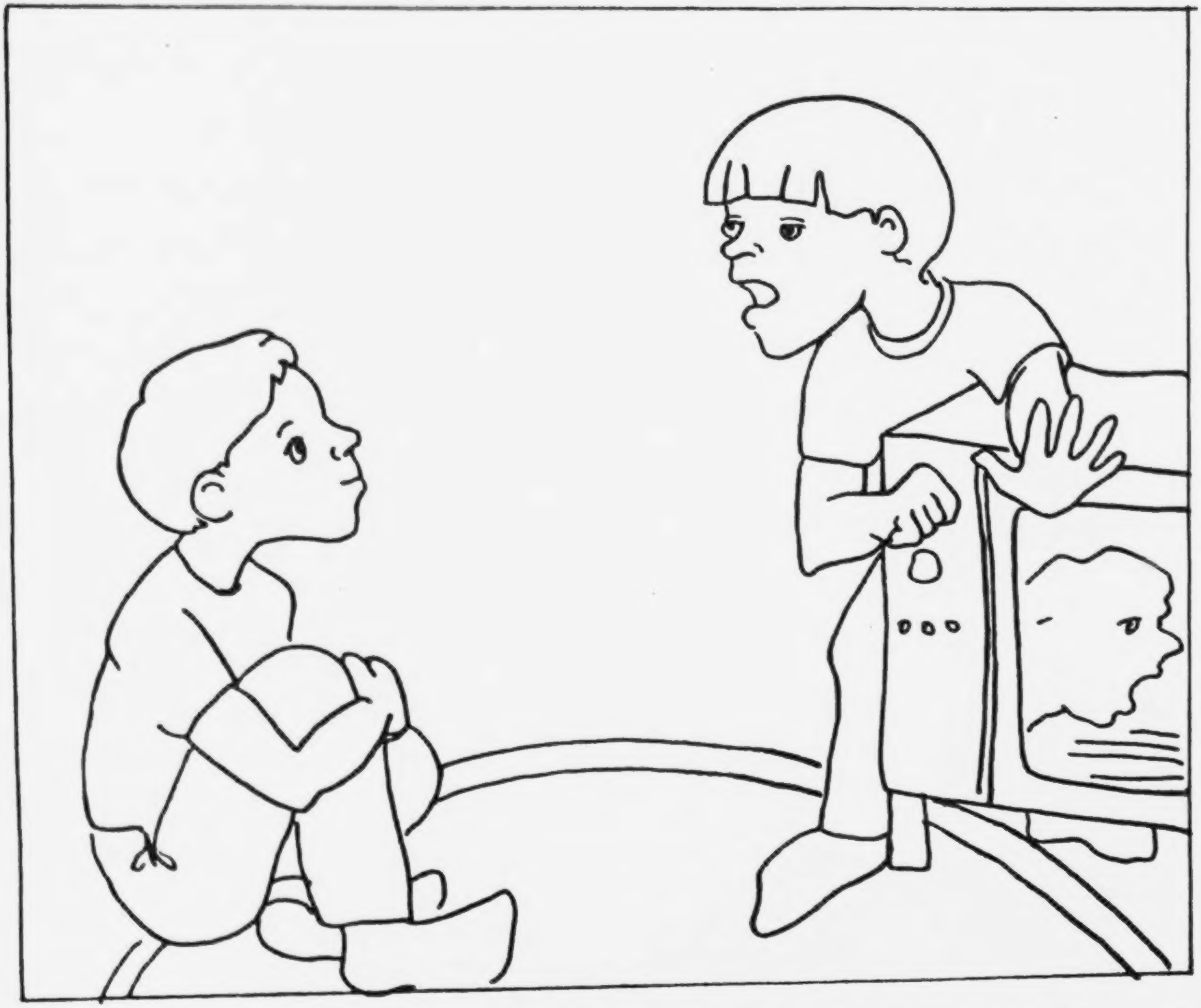
What does it take to get along with others in social situations? First, a child must be alert to interpersonal relationships in situations. Social situations are complex and often ambiguous. They present a context for the pursuit of many different goals (Renshaw & Asher, 1982). In a game situation, for example, a child might focus on one or more goals such as: getting along well with the other children, winning, assuming control over the situation, improving his or her skills at the game, or avoiding humiliation (Taylor & Asher, 1984). A child's behavior will depend in large part upon the goals he or she pursues. The child who is concerned with the implications of the situation for getting along with other children is likely to try to be a good sport. However, the child who focuses exclusively on winning the game may cheat, sulk, quit when losing, or show off and brag when winning. The behavior of the latter child is likely to alienate others, even though the child may intend, at a general level, to maintain friendships. Observations of rejected children's behavior suggest that such children do not sufficiently attend to relationship goals in many situations (Renshaw & Asher, 1982).

Recognizing that relationship goals are relevant in a situation is only a first step in managing the situation well. Often, a child will have additional goals for the situation. To continue with our game example, a child may wish both to win and to maintain a friendship. He or she faces the challenging task of devising a strategy that takes both goals into account.

There is reason to believe that unpopular children are relatively poor at developing strategies to meet their goals. When unpopular children are given a goal and then asked "What could you do?" their initial responses are very similar to those of popular children. However, when asked what else they could do, the quality of unpopular children's ideas deteriorates markedly. Popular children, on the other hand, think of additional effective strategies (Richard & Dodge, 1982; Rubin & Krasnor, 1986). Thus, rejected children may have only a small repertoire of effective strategies for pursuing their goals and may have particular difficulty coordinating multiple goals.

Children's ability to attend to relationship goals and to coordinate goals may be tested most acutely in conflict situations. Although any social situation can be problematic for some children, research suggests that conflict is particularly difficult. Here, there are direct confrontations between what seems to be one's own self-interest and the self-interest of others. Children are confronted with the choice of pursuing their own needs, of acceding to the wishes of others, or of searching for ways to simultaneously meet each party's needs and interests. Take, for example, the conflict situation shown in Figure 3. We have used this kind of situation to interview children about their goals and strategies (Asher & Renshaw, 1981; Renshaw & Asher, 1983).

FIGURE 3
PICTURE FROM HYPOTHETICAL SITUATIONS INTERVIEW (MALE VERSION)



(From S.R. Asher & P.D. Renshaw, 1981)

In this scene we have two children watching television. One (the child who is seated) is the "host" and the other is new to the neighborhood. Suddenly, the guest gets up and changes the station. We tell children to imagine that they are the host and we ask, "What could you do?" Different goals seem to dominate in different children's answers. Some children appear to want to watch their show but at the same time are desirous of not doing harm to the fragile relationship with the new neighbor. They provide assertive but prosocial strategies that are aimed at achieving both goals (e.g., "I'd say 'Let's finish watching this show and then we'll watch the one you want.'"). Other children, by contrast, seem entirely focused on getting to watch their show. (One child even suggestd he would go upstairs and find another TV set!) Still others seem mostly concerned with showing that they are in charge, giving responses such as, "I'd tell him it's my house, so I get to choose the show." And others suggest physically or verbally aggressive solutions to the problem in order to get their way or punish the other child. Interview research with children reveals that unpopular children are more likely than more popular children to give aggressive solutions to this and other types of conflict situations (Asher & Renshaw, 1981).

Parents and teachers can facilitate the development of children's peer relationships. Our goal for children is not that they become popular or social "stars" but that they have some friends and get along reasonably well with other children.

Parent Influences

Children learn many of their social values and behaviors from the significant adults in their lives. Parents, in particular, have powerful direct and indirect influences on children's social development. They have a direct influence when they actively endorse values and provide advice. But indirect influences may be just as strong. Parents serve as role models through their own social behavior. The environment they provide for their children will affect whether the children find it easy to get together with their peers (Rubin & Sloman, 1984).

Parents can have a positive influence on the course of their children's peer relationships, both directly and indirectly by:

--Interacting with children in ways that are authoritative and democratic, as opposed to authoritarian or laissez-faire (see Baumrind, 1973; Putallaz & Heflin, in press).

--Showing children that friendships are a priority. This includes allowing time in children's schedules to enjoy relationships with other children. It also means showing concern about their children's friends, encouraging them to have friends visit at home, and facilitating peer contact through recreational programs, church groups, etc.

--Giving attention to the timing of family moves (moves in the middle of the school year are probably less than ideal), and to the availability of potential playmates and play environments in the new location.

--Emphasizing the interpersonal aspects of social situations so that children will learn that getting to know and to enjoy others are valuable aspects of playing, talking, and working with peers. This may mean downplaying the individualistic or competitive aspects of some activities, as well as helping children learn to coordinate performance and relationship goals.

--Having children observe adult friendships in action so that they can see how friends relate to one another, how they communicate, and how they go out of their way for one another. If children see their parents and other adults making friendships a priority, the children are more likely to value friendships.

--Playing games and engaging in sports with children. Game playing is important for children because children's interactions mostly occur in the context of games and activities. Games also provide a setting in which children can learn to coordinate multiple, potentially competing, goals. Playing games and sports with children gives adults opportunities to model the kinds of social values and social behavior that facilitate friendships.

--Being supportive of children and their relationships, building up their social self-confidence, and decreasing their social anxiety. By communicating a relaxed focus on learning about and enjoying others, rather than stressing the performance aspects of relationships (such as being very popular or never making mistakes), adults can help children avoid an anxious outlook. For this reason, adults should not overreact to children's mistakes, arguments, or bad days. Learning to deal with the minor bumps and bruises of everyday social life is an important life task.

--Teaching children not to jump to premature and negative interpretations of others' behavior. Research indicates that aggressive-rejected children are often quick to read negative intentions into another's behavior and to retaliate. These children seem preoccupied with the goal of not being taken advantage of or pushed around. Children without this preoccupation tend to gather more information about the other person's intentions before deciding how to react (Dodge, 1986). Parents can help children by encouraging them to consider and test out more benign interpretations of others' actions.

--Teaching children to generate strategies by problem solving together about difficult situations. Parents and other adults can guide children in this process, explicitly pointing out potential goals, helping children consider alternative strategies, and evaluating strategies in terms of their likely outcomes for each goal. It may be especially useful to help children consider the impact of various strategies on other people.

School-Based Intervention

Children can also be helped through structured, school-based programs aimed at teaching social relationship skills. We recommend that parents who have concerns about their children's peer relationships discuss these concerns with the child's teacher, principal, school social worker, or psychologist. School personnel are often able to help children improve their social skills through formal and informal methods. A recently developed method that holds particular promise involves direct instruction in social skills. The intervention has several assumptions and procedural elements:

--Children can benefit from direct instruction in social interaction concepts or principles.

--Concepts that are taught are selected on the basis of prior research concerning the types of behavior that lead to acceptance versus rejection.

--Children receive instruction in one-to-one or small group contexts and the adult "coach" talks with children in an interested and responsive manner.

--Children are coached in game-playing contexts because of the importance of activity-based relationships to children and because social interaction during game playing involves complex goal coordination and a variety of social skills.

--Children are provided with opportunities to put the coached concepts into practice by playing with classmates. They also are given opportunities to review the concepts following each practice session.

--Every attempt is made to avoid labeling or stigmatizing children.

In a study by Oden and Asher (1977), carried out with 3rd and 4th graders, the children participating in this research were among the least liked children in their classes. In coaching the children, four general social skill concepts or principles were focused upon: (1) participating, (2) communicating, (3) cooperating, and (4) being validating or supportive. (This latter concept was referred to as being friendly, fun, and nice.) These concepts were chosen because of their strong association with peer acceptance. The concepts were discussed in five sessions held twice a week over a 3-week period. Each session had three parts. First, the coach and the child met individually and discussed the four skill concepts. The coach explained that trying out these ideas might make playing games more fun. The coach and child defined the terms, thought of specific examples of each (see Figure 4), and evaluated the likely consequences if the child were to try out different ways of acting. (A sample portion of the coaching script is shown in Figure 5.) Then the child was asked to try out the ideas while playing a moderately competitive game (e.g., Blockhead, tic-tac-toe, pick-up sticks) with a classmate. The game playing activity lasted for about 12 minutes.

Finally, the child and the coach met again to review the game experience and to discuss and evaluate the child's attempts to employ the four types of skills. Although this intervention did not explicitly set out to orient children toward relationship goals or toward the coordination of relationship and performance goals, this may have been one of its effects. By having children focus on the goal of having fun with others and on strategies to realize relationship goals, children may have been encouraged to construe game playing situations in new ways.

To avoid labeling children, participants in our study were told that the coach was interested in learning about which of the ideas make games fun to play. Children were encouraged to think of themselves as consultants helping the adult learn about what kinds of things make games go well.

There are now approximately a dozen studies of the effects of this kind of social skill training on children's

FIGURE 4

GENERAL CONCEPTS COACHED WITH SPECIFIC EXAMPLES GIVEN

Participation:

get involved
get started
pay attention to the game or activity
try to do your best

Cooperation:

take turns
share the game or materials
make a suggestion if we have a problem with a game
give an alternative if we disagree about the rules

Communication:

talk with the other person
say things about the game or yourself
ask a question about the game
ask a question about the other person
listen when the other person talks
look at the other person to see how he's doing

Validation-Support (Friendly-Fun-and-Nice):

give some attention to the other person
say something nice when the other person does well
give a smile sometimes
have fun in the game
offer some help or suggestions
give some encouragement

(From S. Oden & S.R. Asher, 1977)

FIGURE 5

SAMPLE OF COACHING SCRIPT:

CONCEPT OF PARTICIPATION

COACH: Okay, I have some ideas about what makes a game fun to play with another person. There are a couple of things that are important to do. You should cooperate with the other person. Do you know what cooperation is? Can you tell me in your own words?

CHILD: Ahh ... sharing.

COACH: Yes, sharing. Okay, let's say you and I are playing the game you played last time. What was it again?

CHILD: Drawing a picture.

COACH: Okay, tell me then, what would be an example of sharing when playing the picture-drawing game?

CHILD: I'd let you use some pens too.

COACH: Right. You would share the pens with me. That's an example of cooperation. Now let's say you and I are doing the picture-drawing game. Can you also give me an example of what would not be cooperating?

CHILD: Taking all the pens.

COACH: Would taking all the pens make the game fun to play?

CHILD: No.

COACH: So you wouldn't take all the pens. Instead, you'd cooperate by sharing them with me. Can you think of some more examples of cooperation? (The coach waited for a response.) Okay, how about taking turns.... Let's say you and I ... (etc.). Okay, I'd like you to try out some of these ideas when you play (name of new game) with (other child). Let's go and get (other child), and after you play, I'll talk to you again for a minute or so and you can tell me if these things seem to be good ideas for having fun at a game with someone.

(From S. Oden & S.R. Asher, 1977)

peer acceptance (see Ladd & Asher, 1985; Asher, 1985). Results of these studies suggest several conclusions:

--In the majority of the studies, children who have been coached have improved in their acceptance by peers. Furthermore, follow-up assessments have shown gains to have been maintained or even to have increased. The longest follow-up assessment was made one year after the intervention and, in this case, the children who had received instruction moved close to an average level of classroom sociometric status (Oden & Asher, 1977). This level of acceptance is impressive since the children were initially among the least liked children in their class. As we pointed out earlier, the goal is not to make everyone popular or a "social star," but to help rejected children gain a level of acceptance by peers that will enhance current life satisfaction and potential long-term social adjustment.

--Research involving coaching has assigned low-status children at random to instruction and to control (no treatment) conditions. Control groups of children have typically shown little or no change, even when they have been provided with equivalent amounts of one-to-one attention from an adult, but no social skill instruction. This provides further evidence that without intervention low status in the peer group is fairly stable.

--Coaching seems to be most beneficial when a child tries out the new ideas in activity or game sessions with peers. The new child has the opportunity to practice new strategies and peers discover that interacting with this child can be enjoyable. Rejected children have negative reputations so it is important that their peers get opportunities to see and experience changes in behavior.

--Even within studies in which coaching has worked, not all children benefit. Averaging across studies, about 50% to 60% of the children make substantial gains. We need to know more about the types of children who benefit most from intervention. For example, aggressive-rejected children may be a particularly challenging group to assist (see Coie & Koeppl, in press). Another possibility is that existing interventions are more effective with younger than with older children.

Although more research is needed to confirm this point, interventions in elementary school appear to have been more successful with 3rd and 4th grade children than with 5th and 6th grade children. This could be due to stronger clique structures or to stronger reputational factors in the later grades. Furthermore, there is the possibility that rejected children themselves become more defensive and less open to change as they grow older.

--Coaching is a cognitively-based procedure and might be thought of as difficult to adapt to the less cognitively sophisticated preschool child. However, evidence indicates that social skill concepts can be taught effectively to preschoolers by building on their experiences, by using concrete examples to arrive at abstract concepts, by using dolls or puppets to model social skills in action, and by including lots of (usually brief) sessions (see Chittenden, 1942; Mize & Ladd, in press).

Conclusion

Parents and teachers care about the social development and peer relationships of children. Given evidence about concurrent and long-term adjustment problems of peer-rejected children, there is good reason for this concern. Considerable research indicates that rejected children contribute to their own social difficulties by interacting in ways that alienate others. Helping peer-rejected children will require attention not only to their behavior but to their goals in social situations and their knowledge of situationally appropriate interaction strategies. It is clear that parents and schools can do a great deal to facilitate children's social development. There is especially encouraging evidence that school-based instruction in social skills can offer help to children who are deprived of one of life's great pleasures, the companionship of one's peers.

References

Asher, S.R. "An Evolving Paradigm in Social Skill Training with Children." In Children's Peer Relations: Issues in Assessment and Intervention, edited by B. Schneider, K.H. Rubin, & J.E. Ledingham. New York: Springer-Verlag, 1985.

Asher, S.R., & P.D. Renshaw. "Children Without Friends: Social Knowledge and Social Skill Training." In The Development of Children's Friendships, edited by S.R. Asher & J.M. Gottman. New York: Cambridge University Press, 1981.

Asher, S.R., & V.A. Wheeler. "Children's Loneliness: A Comparison of Rejected and Neglected Peer Status." Journal of Consulting and Clinical Psychology 53 (1985): 500-505.

Barclay, J.R. "Sociometric Choices and Teacher Ratings as Predictors of School Dropout." Journal of Social Psychology 4 (1966): 40-45.

Baumrind, D. "The Development of Instrumental Competence through Socialization." In Minnesota Symposium on Child Psychology, Vol. 7, edited by A.D. Pick. Minneapolis, MN: University of Minnesota Press, 1973.

Berndt, T.J. "Children's Comments about Their Friends." In Minnesota Symposium on Child Psychology, Vol. 18, edited by M. Perlmutter. Hillsdale, NJ: Erlbaum, 1986.

Chittenden, G.F. "An Experimental Study in Measuring and Modifying Assertive Behavior in Young Children." *Monographs of the Society for Research in Child Development*, Vol. 7 (1942), Serial No. 31.

Coie, J.D., & G.K. Koeppl. "Adapting Intervention to the Problems of Aggressive and Disruptive Rejected Children." In *Peer Rejection in Childhood*, edited by S.R. Asher & J.D. Coie. New York: Cambridge University Press, in press.

Cowen, E.L., A. Pederson, M. Babigian, L.D. Izzo, & M.A. Trost. "Long-term Follow-up of Early Detected Vulnerable Children." *Journal of Consulting and Clinical Psychology* 41 (1973): 438-446.

Dodge, K.A. "A Social Information Processing Model of Social Competence in Children." In *Minnesota Symposium on Child Psychology*, Vol. 18, edited by M. Perlmutter. Hillsdale, NJ: Erlbaum, 1986.

Finn, M., & J.D. Cole. "Being Disliked: Self-report and Sociometric Status." Unpublished manuscript, 198[illegible].

Gronlund, N.E., & W.S. Holmlund. "The Value of Elementary School Sociometric Status Scores for Predicting Pupils'

Adjustment in High School." Educational Administration and Supervision 44 (1985): 225-260.

Hartup, W.W. "The Peer System." In Handbook of Child Psychology, Vol. 4, Socialization, Personality and Social Development, edited by E.M. Hetherington. New York: Wiley & Sons, 1983.

Hartup, W.W., & M.F. Sancilio. "Children's Friendships." In Social Behavior in Autism, edited by E. Schopler & G.B. Mesibov. New York: Plenum, 1986.

Ladd, G.W., & S.R. Asher. "Social Skill Training and Children's Peer Relations." In Handbook of Social Skills Training and Research, edited by L. L'Abate & M.A. Milan. New York: Wiley, 1985.

La Gaipa, J.J. "Children's Friendships." In Personal Relationships, Vol 2., Developing Personal Relationships, edited by S. Duck & R. Gilmore. New York: Academic Press, 1981.

Mize, J., & G.W. Ladd. "Toward the Development of Successful Social Skill Training for Preschool Children." In Peer Rejection in Childhood: Origins, Consequences, and Intervention, edited by S.R. Asher & J.D. Coie. New York:

Cambridge University Press, in press.

Oden, S., & S.R. Asher. "Coaching Children in Social Skills for Friendship Making." Child Development 48 (1977): 495-506.

Parker, J.G., & S.R. Asher. "Peer Acceptance and Later Personal Adjustment: Are Low-Accepted Children at Risk?" Psychological Bulletin, in press.

Putallaz, M., & A.H. Heflin. "Parent-Child Interaction." In Peer Rejection in Childhood, edited by S.R. Asher & J.D. Coie. New York: Cambridge University Press, in press.

Renshaw, P.D., & S.R. Asher. "Children's Goals and Strategies for Social Interaction." Merrill-Palmer Quarterly 29 (1983): 353-374.

Renshaw, P.D., & S.R. Asher. "Social Competence and Peer Status: The Distinction between Goals and Strategies." In Peer Relationships and Social Skills in Childhood, edited by K.H. Rubin & H.S. Ross. New York: Springer-Verlag, 1982.

Richard, B.A., & K.A. Dodge. "Social Maladjustment and Problem-Solving in School-Aged Children." Journal of Consulting and Clinical Psychology 50 (1982): 226-232.

Rubin, K.A., & L.R. Krasnor. "Social Cognitive and Social

Behavioral Perspectives on Problem-Solving." In Minnesota Symposium on Child Psychology, Vol. 18, edited by M. Perlmutter. Hillsdale, NJ: Erlbaum, 1986.

Rubin, Z., & J. Sloman. "How Parents Influence Their Children's Friendships." In Beyond the Dyad, edited by M. Lewis. New Brunswick, NJ: Plenum, 1984.

Taylor, A.R., & S.R. Asher. "Children's Goals and Social Competence: Individual Differences in a Game-Playing Context." In Friendships in Normal and Handicapped Children, edited by T.M. Field, T.L. Roopnarine, & M. Segal. Norwood, NJ: Ablex, 1984.

Williams, G.A., & S.R. Asher. "Children's Loneliness: A Comparison of Rejected and Neglected Peer Status." Paper presented at the biennial meeting of the Society for Research in Child Development, Baltimore, 1987.

CHILDREN'S PEER RELATIONSHIPS

Christine B. Burton

Children's friendships have inevitable ups and downs. Yet the feelings of satisfaction and security that most children derive from interacting with peers outweigh periodic problems. For a number of children, however, peer relations are persistently problematic. Some children are actively rejected by peers. Others are simply ignored or neglected. It even appears that some popular children have many friends but nevertheless feel alone and unhappy. This paper examines factors that contribute to children's peer relationship problems and describes ways to help children overcome these problems.

Why Are Peer Relationships Important?

Children who are unable to form close or satisfying relationships with peers should be a concern to parents and teachers alike. For one thing, these children miss out on opportunities to learn social skills that will be important throughout their lives. Especially critical are the skills needed to initiate and maintain social relationships and to resolve social conflicts, including communication, compromise, and tact (Asher, Renshaw, & Hymel 1982). Children who lack ongoing peer involvements also may miss opportunities to build a sense of social self-confidence.

These children may develop little faith in their own abilities to achieve interpersonal goals and, thus, are discouraged by the normal ups and downs of social interaction. Implications for the children's future social and professional adjustment are obvious.

Finally, children without satisfying friendships may suffer from painful feelings of isolation (Asher, Hymel, & Renshaw, 1984). School may be an unpleasant place for such children. They may ultimately become truant or drop out altogether (Kupersmidt, 1983). Or, in their search for a sense of group belonging, the children may become vulnerable to the influence of delinquent or drug-abusing peers (Isaacs, 1985).

What Factors Contribute to Peer Relationship Problems?

As adults become aware of children with significant peer relationship problems, their concern should focus on why such problems are occurring. Fortunately, recent research has expanded insight into the following factors that contribute to children's peer relationship problems.

Social behavior. Some children behave in an aggressive or disruptive manner and, hence, are rejected by peers. Other children withdraw from peer interactions and, in this way, limit their ability to gain acceptance and friendship (Coie & Kupersmidt, 1983; Dodge, 1983). Each type of ineffective social behavioral pattern can stem from different root causes. One possible cause is a lack of knowledge about effective interaction strategies. Another potential cause relates to the children's emotional states. Children who are anxious or fearful about peer relations are unlikely to behave in an effective manner. Academic problems also can contribute to ineffective social behavior. Children who cannot engage themselves with classroom work assignments often disrupt and irritate their peers (Burton, in press).

Differentness. Similarity fosters social acceptance. Conversely, children tend to encounter social rejection when they are perceived to be dissimilar from their peers. This may occur when children are of a different ethnic group or sex, are physically unattractive or handicapped, or are newcomers to their classrooms (Asher, Renshaw, & Hymel, 1982).

Family problems. Family problems can have damaging effects on children's peer relations. For example, children of divorcing parents may act out feelings of anger at school, eliciting rejection from peers in the process. Children with family problems, such as parental alcoholism, may feel reluctant to bring friends home, avoiding close friendships as a result.

Reputation. Even if children overcome the circumstances that originally led them to experience peer problems, a reputation as a social outcast is extremely difficult to change.

How Can Children Overcome Peer Relationship Problems?

Children require help from adults if they are to overcome serious peer relationship problems. The most successful helping strategies are matched to the specific needs of the children involved.

Social skills training. Children whose behavior leads to social rejection often need to learn new interpersonal skills. In such cases, specific instruction on ways to make peer interactions mutually satisfying and productive can be effective in improving the children's peer relations (Asher, Renshaw, & Hymel, 1982).

Intervention for related problems. When peer problems co-occur with serious academic problems, children may need intensive academic intervention if they are to become accepted members of their classroom groups (Coie & Krehbiel, 1984). Similarly, children should be given school support for dealing with family problems, when possible, to minimize potential adverse effects on peer relations.

Nonthreatening social experiences. Large groups can be threatening to children who lack self-confidence. Shy children may therefore benefit from opportunities to interact with peers in small groups. Parents can encourage shy children to invite classmates over, one at a time, for special activities. Or shy children can be encouraged to develop outside interests, like music or art, that will provide a natural basis for interacting with other children. Both of these approaches can boost shy children's self-confidence and may help them start friendships in the process.

Cooperative classroom projects. Cooperative group projects can foster peer acceptance of children who are trying to improve their social reputations, including children who are seen as different by their classmates. Under this scheme, teachers assign interesting tasks to small work groups. Group members must work cooperatively to achieve the tasks. In so doing, they interact with peers they would typically avoid and often discover new bases for liking them (Bierman & Furman, 1984; Isaacs, 1985).

General Guidelines for Adults

Beyond intervention for specific peer problems, there are several general strategies that may help all children maintain a healthy outlook on their own social lives (Burton, in press):

--Give children explicit opportunities to share any peer-related concerns they might have. Show respect for children's unique social needs. Some children may be contented with few friends. Some popular children may have such high expectations that they never feel socially successful.

--Create social options for children without creating pressures. Take care not to communicate the expectation that children should be liked by "all of the people all of the time."

Conclusion

In sum, the message regarding children's peer relationships is a clear one. Peer relationships are important contributors to the quality of both children's current lives and their future development. Children who have difficulty in relating to peers can be helped. Such intervention is most effective when it is tailored to fit the specific nature of the children's peer problems.

For More Information

Asher, S.R., S. Hymel, & P.D. Renshaw. "Loneliness in Children." Child Development 55(1984): 1456-1464.

Asher, S.R., P.D. Renshaw, & S. Hymel. "Peer Relations and the Development of Social Skills." In The Young Child:

Reviews of Research, vol. 3, edited by S.G. Moore and C.R. Cooper. Washington, DC: National Association for the Education of Young Children, 1982.

Bierman, K.L., & W. Furman. "The Effects of Social Skills Training and Peer Involvement on the Social Adjustment of Preadolescents." Child Development 55(1984): 151-162.

Burton, C.B. "Problems in Children's Peer Relations: A Broadening Perspective." In Current Topics in Early Childhood Education, vol. 7, edited by L.G. Katz. Norwood, NJ: Ablex, in press.

Coie, J.D., & G. Krehbiel. "Effects of Academic Tutoring on the Social Status of Low-achieving, Socially Rejected Children." Child Development 55(1984): 1465-1478.

Coie, J.D., & J.B. Kupersmidt. "A Behavioral Analysis of Emerging Social Status in Boys' Groups." Child Development 54(1983): 1400-1416.

Dodge, K. "Behavioral Antecedents of Peer Social Status." Child Development 54(1983): 1386-1399.

Isaacs, S. "Popularity." Parents' Magazine (August 1985): 58-62.

Kupersmidt, J.B. "Predicting Delinquency and Academic Problems from Childhood Peer Status." Paper presented at the biennial meeting of the Society for Research in Child Development, Detroit, Michigan, April 21-24, 1983.

THE DEVELOPMENT OF SOCIAL COMPETENCE IN CHILDREN

Sherri Oden

Researchers have tried to pinpoint the origins of positive social adjustment in relation to genetic, familial, educational, and other factors. This paper reviews research on the development of social competence in infants and children, emphasizing the developmental processes which take place in the family, peer groups, preschool, and elementary school. Also discussed are difficulties in social development.

Infants As Social Beings

Breakthroughs in methodology for assessing infants' perceptual abilities have shown that even newborns are quite perceptive, active, and responsive during physical and social interaction. The newborn infant will imitate people, stick out its tongue, flutter its eyelashes, and open and close its mouth in response to similar actions from an adult or older child. Through crying and other distress sounds, the infant signals physical needs for food, warmth, safety, touch, and comfort.

Infants' physical requirements are best met when delivered along with social contact and interaction. Babies who lack human interaction may "fail to thrive." Such infants will fail to gain sufficient weight and will become indifferent, listless, withdrawn and/or depressed, and in some cases will not survive (Clarke-Stewart & Koch, 1983).

Increasingly, an infant will engage in social exchanges by a "reciprocal matching" process in which both the infant and adult attempt to match or copy each other by approximation of each other's gaze, use of tongue, sounds, and smiles. Bruner (1978) and others have proposed that these social interaction processes also constitute a "fine tuning" system for language and cognitive development.

Family Attachment Systems

It is important for infants to maintain close relationships with one or more adults. Typically, one adult is the mother, but others may be fathers, older siblings, or family friends. The smiling and laughing of an infant become responses to social stimulation and objects provided by specific persons (Goldbert, 1982). A growing "bonding" attachment, marked by strong mutual affect, with at least one particular adult, is critical to the child's welfare and social-emotional development.

Attachment, evident within six to nine months, becomes obvious when the infant shows distress when the mother (or other attachment figure) departs from a setting. Infants and toddlers who are "securely attached" are affectionate and tend not to cling to their mothers, but to explore the surrounding physical and social environments from this "secure base," showing interest in others and sharing their explorations with the mother by pointing and bringing objects of interest.

The socialization of the child is facilitated not only by the parents, but also within the family context, which may include relatives and friends who support the parents and children, and further reinforce cultural values. Studies by Baumrind (1973) and others have shown that, as children develop, parents use different methods of control or leadership styles in family management that fall into fairly predictable categories:

--authoritarian (high control)

--authoritative (authority through having knowledge and providing direction)

--permissive (low control or direction)

--combinations of the above

Some cultural groups tend to prefer one or the other of these styles, each of which encourages and controls different patterns of behavior in children. Mothers who are more verbal in their influence on children's actions have been found to use "benign" instructive direction that appears to result in the child having greater social competence at home, with peers, and in school settings.

Peer Relationships

As a toddler, the child moves in peer contexts which provide opportunities for learning to sustain interaction and develop understanding of others. Piaget (1932) pointed to peer interaction as one major source of cognitive as well as social development, particularly for the development of role-taking and empathy. In the contexts of school, neighborhood, and home, children learn to discriminate among different types of peer relationships--best friends, social friends, activity partners, acquaintances, and strangers (Oden, 1987.) Through engaging in peer relationships and social experiences, especially peer conflict, children acquire knowledge of the self versus other and a range of social interaction skills. Mixed-age peer interaction also contributes to the social-cognitive and language development of the younger child while enhancing the instructive abilities of the older child (Hartup, 1983).

Children's social-cognitive development, including moral judgment, appears to parallel cognitive development as children's perceptions of relationships, peers, and social situations become more abstract and less egocentric. Preschoolers are less able to differentiate between best friends and friends than elementary school-age children. But young children can provide specific reasons why they do not like to interact with certain peers. From six to 14 years, children shift their views of friendship relationships from sharing of physical activities to sharing of materials, being kind or helpful, and, eventually, perceiving friendships that allow individuality to be expressed or supported (Berndt, 1981).

Limiting Factors in Social Development

A child's connection with a given family, neighborhood, center, or school may limit opportunities for social development. Mixed age, sex, racial, or cultural peer interactions may be infrequent and highly bound by activity differences and early learned expectations, thereby limiting the extent of diversity in peer interaction. This lack of diversity limits the child's ability to be socially competent in various circumstances (Ramsey, 1986).

Formally structured educational situations, built around teacher-group interaction, tend to result in fewer peer interactions than occur in less formal settings. Fewer socially isolated children are found in informal classrooms where activities are built around projects in which peers can establish skills for collaboration and activity partnership (Hallinan, 1981).

The long-term benefits of positive peer interactions and relationships have been shown in a number of studies (Oden, 1986). Greater social adjustment in high school and adulthood has been found for people who at 9 or 10 years of age were judged to be modestly to well accepted by peers. Poor peer acceptance results in fewer peer experiences, few of which are positive, thus creating a vicious cycle of peer rejection.

Various instructional approaches and experiences related to social skills development have proved effective in increasing children's social competence. Coaching, modeling, reinforcement, and peer pairing are methods based on the same learning processes evident in early adult-child relations. With these methods, social-cognitive and behavioral skills can be developed which can provide poorly accepted peers with the ability to break the cycle of peer rejection. Children appear to learn how to more competently assess peer norms, values, and expectations and to select actions that may bring them within the "threshold of peer acceptance" (Oden, 1987).

Societal factors also affect children's social development. Stressed families and those with little time for interaction with children have become a focus of research as divorce rates have risen. Poverty conditions undermine opportunities for children's positive development. Further investigation is needed on the linkage between child development and social factors.

For More Information

Baumrind, D. "Development of Instrumental Competence through Socialization." In MINNESOTA SYMPOSIUM OF CHILD PSYCHOLOGY, Vol. 7, edited by A.D. Pick. Minneapolis: University of Minnesota Press, 1973.

Berndt, T.J. "Relations between Social Cognition, Nonsocial Cognition, and Social Behaviors: The Case of Friendship." In SOCIAL COGNITIVE DEVELOPMENT, edited by J.H. Flavell and L. Ross. New York: Cambridge University Press, 1981.

Bruner, J.S. "From Cognition to Language: A Psychological Perspective." In THE SOCIAL CONTEXT OF LANGUAGE, edited by I. Markova. New York: Wiley & Sons, 1978.

Clarke-Stewart, A., & Koch, J.B. CHILDREN: DEVELOPMENT THROUGH ADOLESCENCE. New York: Wiley & Sons, 1983.

Goldberg, S. "Some Biological Aspects of Early Parent-Infant Stimulation." In THE YOUNG CHILD: REVIEWS OF RESEARCH, edited by S.G. Moore and C.R. Cooper. Washington: National Association for the Education of Young Children, 1982.

Hallinan, M.T. "Recent Advances in Sociometry." In THE DEVELOPMENT OF CHILDREN'S FRIENDSHIPS, edited by S.R. Asher and J.M. Gottman. New York: Cambridge University Press, 1983.

Hartup, W.W. "Peer Relations." In HANDBOOK OF CHILD PSYCHOLOGY. SOCIALIZATION, PERSONALITY, AND SOCIAL DEVELOPMENT, edited by E.M. Hetherington. New York: Wiley & Sons, 1983.

Oden, S. "Alternative Perspectives in Children's Peer Relationships." In INTEGRATIVE PROCESSES AND SOCIALIZATION: EARLY TO MIDDLE CHILDHOOD, edited by T.D. Yawkey and J.E. Johnson. Elmsford, New Jersey: Lawrence Erlbaum, Inc., 1987.

Piaget, J. MORAL JUDGMENT OF THE CHILD. London: Kegan Paul, 1932.

Ramsey, P.G. TEACHING AND LEARNING IN A DIVERSE WORLD. New York: Teachers College Press, 1986.

CHILDREN'S SOCIAL SKILLS: A BIBLIOGRAPHY FOR PARENTS

Journal Articles

Rogers, D.L., & D.D. Ross. "Encouraging Positive Social Interaction among Young Children." YOUNG CHILDREN 41(3) 1986:12-17. Stresses the value of early peer interaction among young children for future academic, social, and career development. Describes the components of social skills and suggests ways to help children become socially competent.

Bower, B. "Roots of Resilience: The Sex Factor." SCIENCE NEWS 130(9) 1986:142. Reports two studies related to the effect of early stress on the social and academic development of boys and girls. Suggests that the social resiliency of boys is relatively consistent from age 3 to 18, while girls have no such pattern. Academic performance of the boys was lower than that of the girls.

Segal, J., & Z. Segal. "The Powerful World of Peer Relationships." THE PROFESSIONAL JOURNAL OF THE AMERICAN FEDERATION OF TEACHERS 10(2) 1986:14-17,45. Describes the powerful force that peer relationships exert on a child. Focuses on four aspects of development in which children's friendships predominate: finding out how to deal with aggression; learning about sex; developing moral standards; and finding emotional security. Discusses when and how adults should intervene in a child's relationships.

Wallinga, C.R., & A.L. Sweaney. "A Sense of Real Accomplishment: Young Children as Productive Family Members." YOUNG CHILDREN 41(1) 1985:3-8. Suggests that parents can encourage independence, self-reliance, and healthy self-concept by involving children in appropriate household tasks. Describes a 6-week project designed to encourage parents to attain this goal.

Lickona, T. "Raising Children Who Care about Others." PTA TODAY 10(1) 1984:4-7. Children learn to be caring individuals when they are raised in a considerate and sensitive environment. Suggestions for helping children to be more aware of the needs of others are discussed.

Magazines

The magazines listed below frequently include information on children's social development in monthly columns or feature articles. They are available at newsstands or by subscription.

American Baby. American Baby Magazine, P.O. Box 13093, Boulder, CO 80322; free.

Mothers Today. Mothers Manual, Inc., 441 Lexington Avenue, New York, NY 10017; 8 times per year, 2 years $10.

Parenting. Parenting Magazine Subscription Department, P.O. Box 52424, Boulder, CO 80321; 10 times per year, 1 year $18.

Parents Magazine. Parents Magazine, Gruner & Jahr, USA, Publishing, 685 Third Ave., New York, NY 10017; monthly, $18 per year.

Working Mother. Working Mother, Customer Relations Manager, Box 10545, Des Moines, Iowa 50340; monthly, $8.95 per year.

Working Parents. Mothers Manual, Inc., 441 Lexington Avenue, New York, NY 10017; bimonthly, $6.00 per year.

Newsletters

Growing Parent/Growing Child. (22 North Second Street, P.O. Box 620, Lafayette, IN 47902. Monthly, subscription includes both newsletters; $12.95 first year, $15.95 to renew). Growing Child presents an overview of normal physical, social and intellectual development; parents state age of child when subscribing and each issue received is keyed to the child's age, from one month to 5 years. Growing Parent covers a variety of timely parenting concerns.

Growing Child Research Review. (22 North Second Street, P.O. Box 620, Lafayette, IN 47902. Monthly, $36 per year). Summarizes news, research findings, and specialists' viewponts on topics relating to child development taken from conference presentations, professional journals, and major newspapers.

Practical Parenting. (18326b Minnetonka Blvd., Deephaven, MN 55391; Bimonthly, $7.50 for 5 issues, $14 for 10 issues). Edited by Vicki Lansky, this 10-12 page newsletter regularly solicits and publishes parents' opinions on a wide variety of topics related to families and parenting, feature articles, a news "Update" section, and "Parents' Marketplace" featuring new books and products of interest to parents.

COMPUTER SEARCH OF THE ERIC DATABASE

Part I: Peer Relationships in Elementary Schools

Part II: Social Skills and Peer Relationships in Preschool

HOW TO READ AN ERIC COMPUTER SEARCH REPRINT

Notice the two kinds of citations included in the printout:

ED: ED and the number following it identify a specific ERIC Document. The citation and an abstract provide further information.

EJ: EJ and the number following it identify an ERIC Journal Article. The citation and a short annotation provide further information.

Scan the printout to find relevant citations. Clues to appropriate documents or articles can be found in the author, title, date, abstract or annotation, and descriptor fields. (For abbreviations used on the printout, see next page.)

To locate copies of the documents or journal articles you want to read:

EDs: ERIC Documents can be read on microfiche at ERIC collections in many libraries and information centers.*

EJs: Journal articles can be read in the issues of the journal cited. If a journal is not available through a local library, ask about inter-library loan services.

Order your own copies of ERIC documents and journal articles:

EDs: The printout will indicate whether the ERIC documents can be ordered in paper copy (PC), microfiche (MF) or both (MF, PC). Use the enclosed ERIC Document Reproduction Service (EDRS) order form to order ERIC Documents.*

EJs: Reprints of most journal articles can be ordered from University Microfilms International (UMI). A UMI order form is included in this publication.

*Note: Some ED citations in the printout have the message "Document not available from EDRS." These documents are not in the ERIC microfiche collection and cannot be ordered from EDRS (ERIC Document Reproduction Service) but are available from the source listed in the citation under "Availability."

ABBREVIATIONS USED IN THIS SEARCH PRINTOUT

The following abbreviations appear on the resumes in this computer search. This is what they mean:

AN	ERIC accession number
AU	Author/s
IN	Author affiliation or name of institution where work was performed
TI	Title
SO	Journal title, volume, issue, number, date, pages (CIJE only)
LG	Language
GS	Geographic source (RIE only)
SN	Sponsoring agency name and code (RIE only)
PA	Program area code (RIE only)
IS	RIE or CIJE issue number
NO	Numbers: grant, contract report, project (RIE only)
CH	Clearinghouse code
GV	Government status (RIE only)
PR	EDRS price codes (RIE only) RIE not available PR=NA
PT	Publication type code (RIE only)
AV	Availability statement
LV	Level of availability (RIE only)
NT	Descriptive notes
YR	Year of publication or generated entry date
MJ	Major subject descriptors
MN	Minor subject descriptors
ID	Identifiers
AB	Abstract

PART I: PEER RELATIONSHIPS IN ELEMENTARY SCHOOLS

ERIC Documents

AN ED273883.
AU Bierman, Karen Linn; Schwartz, Lori A.
TI Selecting Social Intervention Techniques for Aggressive Rejected Children.
LG EN.
GS U.S. Pennsylvania..
SN Grant (W.T.) Foundation, New York, N.Y. BBB18014.
IS RIEFEB87.
CH CG019347.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 070; 150.
LV 1.
NT 12p. ; Paper presented at Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
YR 86.
MJ Aggression. Behavior-Modification. Elementary-School-Students. Peer-Relationship. Rejection-Psychology. Social-Adjustment.
MN Children. Elementary-Education. Interpersonal-Competence. Intervention. Skill-Development.
AB Based upon evidence that peer rejection is a marker variable asociated with maladaptive social-emotional development and the risk of later maladjustment, psychologists have focused both on understanding the factors contributing to peer rejection and on preventive interventions designed to remediate social adjustment problems evident in grade school. During the last decade, a number of studies have tested the effectiveness of school-based social skill training programs designed to promote positive peer relationships and peer acceptance. Social skills training is a generic label for short-term structured interventions that use instructions and demonstrations, behavioral rehearsal, and performance feedback to teach children specific positive social interaction strategies. Although this technique has been used successfully for unpopular children, it may also be a beneficial treatment for rejected children who show high levels of aggressive or negative social behavior. Studies have shown that social skills training improves the behavioral characteristics of unpopular or rejected children. (ABL).

AN ED272278.
AU Hatch, J. Amos.
IN Ohio State Univ. Columbus. Coll. of Education. RUF67460.
TI Alone in a Crowd: Analysis of Covert Interactions in a Kindergarten.
LG EN.
GS U.S. Ohio..

SN Spencer Foundation, Chicago, Ill. BBB06744.
IS RIEDEC86.
CH PS015908.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.
LV 1.
NT 23p. ; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
YR 86.
MJ Adjustment-to-Environment. Behavior-Patterns. Covert-Response. Interpersonal-Relationship. Kindergarten-Children. Peer-Relationship.
MN Classroom-Environment. Classroom-Research. Primary-Education.
ID IDENTIFIERS: Context Effect.
AB This paper reports findings from a naturalistic study of children's peer interactions in a kindergarten classroom. As the participant observation field-work of the study progressed, it became clear that much of children's interaction in their kindergarten classroom was covert in nature. That is, it took place in classroom contexts defined as situations in which peer conversations were either forbidden or discouraged. The focus of the study was then directed toward the character of such situations and children's covert interactions within them. The findings describe contexts in which children's talking was officially limited and identify patterns of interaction children used in reaction to classroom limitations. Students' response patterns were classified into three domains: (1) forgetting expectations, (2) secret communications, and (3) exploring the limits. Each category of response is discussed as an example of children making secondary adjustments to institutional role expectations of the school. (RH).

AN ED271909.
AU Taylor, Angela R.; And Others.
TI Loneliness, Goal Orientation, and Sociometic Status: Mildly Retarded Children's Adaptation to the Mainstream Classroom.
LG EN.
GS U.S. Maryland.
IS RIEDEC86.
CH EC190217.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 150; 143.
LV 1.
NT 19p. ; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
YR 86.
MJ Mainstreaming. Mild-Mental-Retardation. Peer-Acceptance. Peer-Relationship. Withdrawal-Psychology.
MN Adaptive-Behavior-of-Disabled. Elementary-Education. Goal-Orientation. Interpersonal-Competence. Loneliness. Social-Status. Student-Attitudes. Teacher-Attitudes.
AB The study examined teacher and peer assessment of 34 mainstreamed educable mentally retarded (EMR) children in grades 3 through 6 in nine public schools in central Illinois. A comparison sample of 34

nonretarded Ss was matched to the EMR Ss on sex, race, and grade level. Children in each S's regular classroom were asked to rate on a five-point scale how much they enjoyed playing with each of their classmates. A sociometric nomination measure assessed children's best friendship choices, while another technique provided peer assessments of children's social behavior. Teachers rated four dimensions of Ss' social behavior with peers: friendly/cooperative, avoidant/withdrawn, bossy/domineering, and aggressive/disruptive. Ss goal orientations in game situations were assessed along with their feelings of loneliness and social dissatisfaction. A series of multivariate and univariate analyses of variance revealed that retarded Ss were significantly lower in sociometric status than nonretarded Ss. Compared to nonretarded Ss, retarded children were perceived as less cooperative, more shy, and were less likely to be named as leaders. Findings confirmed the hypothesis that EMR children are shy and withdrawn rather than aggressive-disruptive. Teacher assessments were consistent with the peer assessment data. Group differences were found in all three goal subscales in measures of goal orientation: Ss appeared to focus on performance aspects of games and potential failure/rejection rather than on the opportunities for social interaction. Finally, as hypothesized, EMR Ss reported feeling more lonely and dissatisfied with their social relationships in school than did the nonretarded Ss. Findings suggested the need to couple environmental manipulations with direct social skills training for the retarded child. (CL).

****

AN ED271417.
AU Strieb, Lynne.
IN North Dakota Univ. Grand Forks. Center for Teaching and Learning. BBB10896.
TI A (Philadelphia) Teacher's Journal.
LG EN.
GS U.S. North Dakota.
IS RIENOV86.
CH SP027515.
PR EDRS Price - MF01/PC06 Plus Postage.
PT 141; 120.
AV North Dakota Study Group, Box 8158, University of North Dakota, Grand Forks, ND 58202 ($5.00).
LV 1.
NT 128p.
YR 85.
MJ Peer-Relationship. Teacher-Administrator-Relationship. Teacher-Attitudes. Teacher-Student-Relationship. Teaching-Experience.
MN Classroom-Techniques. Elementary-School-Teachers. Personal-Narratives. Primary-Education. Public-Schools.
AB This journal of a first grade teacher is one of a continuing series of monographs initiated by the North Carolina Study Group on Evaluation. In addition to a narrative record of class discussions, the journal includes anecdotes, observations of children and their involvement in activities, interactions with parents both in and out of school, the teacher's plans, and descriptions of the pressures on public school teachers. Reflections are offered on the continuing education a teacher aquires through the daily involvement with

children in the classroom and with peers and other school personnel. Detailed descriptions are provided of the physical environment of the classroom and the school, as well as of the activities of the students and lessons. (JD).

****

AN ED270538.
AU Slaughter, Diana T.; And Others.
TI Children's Peer Acceptance and Parental Involvement in Desegregated Private Elementary Schools.
LG EN.
GS U.S. Illinois.
IS RIEOCT86.
CH UD024938.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 143; 150.
LV 1.
NT 31p. ; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
YR 86.
MJ Black-Students. Family-Involvement. Parent-School-Relationship. Peer-Acceptance. Racial-Differences. Social-Development.
MN Elementary-Education. Parent-Participation. Private-Schools. School-Desegregation. Student-School-Relationship.
AB As part of a larger study which investigated the educational aims of black parents who send their children to private desegregated schools, a survey was taken to examine the relationship between parental involvement and students' peer acceptance. "Parental involvement," knowing how to obtain the information necessary to support the child's schooling, was distinguished from "parental participation," direct engagement in school activities. The study sample consisted of 63 black and white children (Grades 4-8) and their parents, representing four different schools. Data were derived from parent interviews and child questionnaires, and such factors as family income and mother's education were used as measures of family background. The study found that parental involvement is an important predictor, both positively and negatively, of black children's peer acceptance in schools, even when typical predictors are controlled. Within this essentially middle-income group, the black children and their non-black friends revealed different predictors of peer acceptance on two acceptance measures used (Peer Study With and Peer Be With), but not on a third (Peer Can Influence). Black students whose parents are most likely to be personally involved in school committees, groups, and activities are least likely to be chosen as friends other students preferred to be with. These results point to the need for more studies which explore the implications of family-school relations for children's social development. (KH).

****

AN ED269959.
AU Vaughn, Sharon; Lancelotta, Gary.
TI An Interpersonal Problem Solving Approach to Teaching Social Skills to Socially Rejected Students.

LG EN.
GS U.S. Florida.
IS RIEOCT86.
CH EC182745.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 150; 143.
LV 1.
NT 26p. ; Paper presented at the Annual Conference of the Association for Children and Adults with Learning Disabilities (23rd, New York, NY, March 12-15, 1986).
YR 86.
MJ Behavior-Problems. Interpersonal-Competence. Intervention. Peer-Acceptance. Problem-Solving.
MN Cognitive-Development. Cognitive-Restructuring. Elementary-Education. Program-Effectiveness.
AB The effectiveness of a cognitive-behavioral interpersonal problem solving (IPS) training program was evaluated with 35 poorly accepted second, third, and fourth graders. Group 1 received instruction in IPS and included only Ss low in peer acceptance; group 2 consisted of Ss low in peer acceptance who participated in IPS with same sex and grade Ss high in peer acceptance; and group 3 were contact control Ss low in peer acceptance who did not receive IPS but participated in games and activities. Dependent measures included the Social Problem Solving Test, Self-Evaluation Loneliness Scale, Classroom Inventory, and Teacher Rating of Peer Acceptance. IPS training focused on five major aspects; (1) establishing rapport, (2) identifying and using feelings, (3) understanding solutions in the long-run and short-run; (4) using four steps to solve problems, and (5) applying problem solving to group situations. Preliminary results pointed to significant differences in favor of the low social skills high/social skills (LS/HS) group when compared with the contact control group. There were no significant differences on peer ratings of acceptance between LS and LS/HS Ss. A reference list is appended. (CL).

****

AN ED268479.
AU DiSibio, Robert A.; Parla, JoAnn.
TI Expand Children's Limits in Reading, Integrate REAP: Reading Experiences Associated with Partners.
LG EN.
GS U.S. New York.
IS RIESEP86.
CH CS008350.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 141; 150.
LV 1.
NT 10p. ; Paper presented at the Annual Conference of the New York State Reading Association (19th, Kiamesha Lake, NY, November 5-8 1985).
YR 85.
MJ Content-Area-Reading. Individualized-Instruction. Peer-Relationship. Reading-Instruction. Teaching-Methods.
MN Classroom-Techniques. Elementary-Education. Mastery-Learning. Reading-Improvement. Sciences.
ID IDENTIFIERS: Reading Experiences Associated with Partners. TARGET AUDIENCE: Teachers. Practitioners.
AB The Reading Experiences Associated with Partners (REAP) approach to

science combines reading process and product. Students work together sharing their ideas, interests, and knowledge. Results are recorded, and every effort is made to arrange the classrom so that it will aid students in meeting the task objectives. Children can be paired with a peer with whom they like to work, one who possesses similar prerequisite science skills, or one of similar or different ethnic background. Teachers act as guides, stimulators, facilitators, and questioners, as they move smoothly from pair to pair. Paired students select reading activities from a set of approximately ten task cards related to a particular reading concept, and must successfully complete eight of the ten tasks in order to fulfill competency in that area. Each task card contains an aim (give students directive purpose), an activity (a basic reading assignment that all students should successfully complete), and a challenge (an optional enrichment assignment). The REAP approach is fun, effective, inexpensive, and an option for the teacher who is concerned with providing as much individual assistance as possible. (HTH).

****

AN ED265435.
AU Richards, Nancy; Smith, Manuel J.
IN Irvine Unified School District, Calif. BBB12862.
TI The Long Term Effects of Social Skills Training in Elevating Overall Academic Grade Point Average, School Attendance, Health Level, and Resistance to Drug Use and Peer Pressure.
LG EN.
GS U.S. California.
IS RIEJUN86.
CH CG018758.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 142; 150.
LV 1.
NT 21p. ; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985). This research was supported by a grant from the Children's Assistance Trust Foundation.
YR 85.
MJ Academic-Achievement. Drug-Use. Interpersonal-Competence. Peer-Influence. Program-Evaluation.
MN Attendance. Behavior-Patterns. Elementary-School-Students. Health. Intermediate-Grades. Self-Concept. Self-Evaluation-Individuals. Social-Development.
ID IDENTIFIERS: Project STAR.
AB Project STAR (Social Thinking and Reasoning Program) is a classroom-based social skills program for students in grades 5-8. To assess the long-term effectiveness of this program, students participated in the project (N=331) were compared with control students (N=191) during 1980-83. The hypothesis that there are significant differences in current achievement level, self-concept, and behavior of students who received STAR training in grades 6-8 between 1980 and 1983 compared to the original group of students who did not receive STAR training was tested. The evaluation was based on students' self report measures of health, self-concept, and social skills. Student record data was also collected on current attendance, academic performance, and behavior. The results of the

first year of research show that students trained in STAR had significantly better grades and attendance, fewer health problems, and were more assertive and resistant to peer pressure to use drugs than were control subjects. These findings suggest that students do retain social skills training and put it to positive use in their lives. (ABB).

AN ED264031.
AU Weber, Larry J.; And Others.
TI Fundamental and Regular Elementary Schools: Do Differences Exist.
LG EN.
GS U.S. Virginia.
IS RIEAPR86.
CH PS015513.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.
LV 1.
NT 22p. ; Paper presented at the Meeting of the Eastern Educational Research Association (8th, Virginia Beach, VA, February 7-9, 1985).
YR 85.
MJ Academic-Achievement. Back-to-Basics. Classroom-Environment. Discipline. Elementary-Schools. Self-Concept.
MN Comparative-Analysis. Educational-Environment. Elementary-Education. Peer-Relationship. Public-Schools. Teacher-Student-Relationship.
ID IDENTIFIERS: Fundamental Schools. TARGET AUDIENCE: Researchers.
AB This study compared the academic achievement and other outcomes of three public fundamental elementary schools with three regular elementary schools in a metropolitan school district. Modeled after the John Marshal Fundamental School in Pasadena, California, which opened in the fall of 1973, fundamental schools differ from regular schools in that they are based on a cooperative agreement among administrators, teachers, parents, and students; teachers and administrators function as authority figures supported by parents; and the curriculum emphasizes discipline and the "3 Rs". The other outcomes investigated included student self-concept and school and classroom learning and behavioral climates. Results indicated that fundamental school students performed as well as or better than other students on standardized achievement tests as well as in self-concept and discipline variables and that behavioral and learning climate ratings were higher in the fundamental schools. (Author/RH).

AN ED264030.
AU Hatch, J. Amos.
TI Child-to-Child Interactions: Findings and Implications from a Naturalistic Study in Kindergarten.
LG EN.
GS U.S. Ohio..
IS RIEAPR86.
CH PS015512.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 142; 150.
LV 1.

NT 26p. ; Paper presented at the Association for Childhood Education International Study Conference (San Antonio, TX, June 18-22, 1985).
YR 85.
MJ Classroom-Environment. Interpersonal-Competence. Kindergarten-Children. Peer-Relationship. Social-Behavior. Teacher-Role.
MN Affiliation-Need. Modeling-Psychology. Naturalistic-Observation. Peer-Acceptance. Peer-Evaluation. Peer-Influence. Primary-Education. Psychological-Needs. Teaching-Methods.
AB The contributions of peer interaction to the development of social competence in kindergarten children are discussed in terms of research findings and implications for teachers. Using naturalistic methodology, social behavior was studied by observing interactions among children in classroom settings without direct adult supervision. In peer interactions, children were seen accomplishing social goals in three domains: affiliation goals, competence goals, and status goals. Examples of peer interactions in these three areas are described and serve as a basis for teachers in understanding social interaction in their classrooms, new ways of thinking about children's motives and values, and alternative frameworks for planning and implementing classroom activities. Four sets of teacher roles which may help teachers organize their decisionmaking about social development in their classrooms are given: (1) establishing classroom social context, (2) modeling appropriate social behavior, (3) coaching appropriate social strategies, and (4) teaching social awareness. (DST).

****

AN ED263477.
AU Draper, Dianne C.; Austin, Ann M. Berghout.
TI A Comparison of Classroom Acceptance, Visibility, and Achievement between Siblings in Elementary School.
LG EN..
GS U.S. Iowa..
IS RIEAPR86.
CH CG018634.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.
LV 1.
NT 17p. ; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
YR 85.
MJ Academic-Achievement. Elementary-School-Students. Peer-Acceptance. Peer-Evaluation. Siblings.
MN Children. Elementary-Education. Sociometric-Techniques. Student-Attitudes.
AB Although it is inevitable that siblings who live in the same family and enter the same school can hardly avoid being measured with each other by peers, teachers, and parents, data on school-aged siblings is rare. To extend the knowledge of sibling relationships, the relationships of classroom acceptance, visibility, and academic achievement between siblings was examined in 105 sibling dyads, grades two through six, who were in the same elementary school at the same time. The sibling dyads were a subset of a larger school sample who had responded to a questionnaire designed to assess social

acceptance and social impact. Sibling data from the questionnaire consisted of acceptance scores based on predominance of either acceptance or rejection responses from peers and social visibility scores based on the number of children who mentioned a given sibling either positively or negatively. These acceptance and visibility scores were correlated with composite achievement test scores. The results indicated that siblings in middle childhood had similar and highly correlated elementary classroom acceptance scores but dissimilar classroom visibility and academic achievement scores. For both visibility and achievement, younger siblings had significantly higher scores than did older siblings, suggesting that the higher achieving, younger siblings were more noticeable in the classroom but not necessarily accepted any differently from their older siblings. (Author/NRB).

****

AN ED262869.
AU Taylor, Angela R.; Asher, Steven R.
IN National Inst. of Child Health and Human Development (NIH), Bethesda, Md. BBB00456.
TI Goals, Games, and Social Competence: Effects of Sex, Grade Level, and Sociometric Status.
LG EN..
GS U.S. Maryland..
IS RIEMAR86.
NO GN: NICHHD-HD-05951.
CH PS015365.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.
LV 1.
NT 25p. ; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
YR 85.
MJ Elementary-School-Students. Goal-Orientation. Interpersonal-Competence. Peer-Relationship. Test-Construction.
MN Age-Differences. Child-Development. Elementary-Education. Factor-Structure. Individual-Differences. Item-Analysis. Questionnaires. Sex-Differences.
ID IDENTIFIERS: Conceptual Frameworks. Social Interaction. Sociometric Status. TARGET AUDIENCE: Researchers.
AB A series of studies was conducted to investigate the nature of children's goals and the role of goals in children's competence in peer relations. First, a conceptual framework was devised which consisted of eight goal types reflecting social-interpersonal and task-related achievement aspects of game playing: task mastery, approach-oriented performance, avoidant performance, rule-oriented, approach-oriented relationship, avoidant relationship, self-protection, and dominance goals. Second, a 50-item, game-playing goals questionnaire was constructed. Items represented each of the eight goal types. In an initial study, the goals questionnaire was administered to 529 third- through sixth-grade students. Factor analysis revealed a four-factor solution and suggested four goal types: performance, relationship, avoidance, and rule-oriented goals. Replication studies involving 369 fifth- and sixth-graders and 575 third- through sixth-grade students produced

results similar to those of the initial study, but with a weaker rule-oriented factor. The second replication explored the use of Harter question and Likert scale formats. Also examined were indexes of item variability and endorsement frequencies for items. In addition to sex differences in goal orientations, grade level and sociometric status differences in children's game-playing goals were found, with the positive contribution of relationship goals and the negative contrbution of performance goals to peer status declining over grade. A table and several figures complete the paper. (RH).

****

AN ED261805.
AU Schunk, Dale H.
TI Self-Efficacy Induction through Modeling. Project Report.
LG EN..
GS U.S. Texas.
SN Spencer Foundation, Chicago, Ill. BBB06744.
IS RIEFEB86.
CH PS015402.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143.
LV 1.
NT 13p.
YR 85.
MJ Attribution-Theory. Elementary-School-Students. Modeling-Psychology. Peer-Influence. Problem-Solving. Subtraction.
MN Coping. Elementary-Education. Grade-4. Grade-5. Pretests-Posttests. Training. Videotape-Recordings.
:D IDENTIFIERS: Mastery Model. Self Efficacy.
AB Examined were the ways peer models affect children's self-efficacy in a cognitive learning context and whether the effects of models vary depending on the sex of the subjects. Subjects were 72 fourth and fifth grade students low in subtraction skills. During pretests subjects indicated the extent to which they thought ability, effort, task characteristics, and luck helped them solve problems correctly; judged their capacity to solve different types of problems; and completed a skills test. Subjects were randomly assigned to one of six experimental conditions: male mastery model, male coping model, female mastery model, female coping model, teacher model, and instructional control (no model). All children in the five model conditions received two, 45-minute treatment sessions over consecutive school days. During the sessions, they observed two videotapes presenting models posing and solving subtraction problems; tapes including peer models differed in sex of model, problem solving behaviors, and verbalizations of achievement beliefs and self-efficacy. Subjects then received 40 minutes of subtraction training and practice for 5 days. Posttests similar to pretests were administered. Results suggest that teachers who incorporate peer models into their classroom instruction may help to promote children's skills and self-efficacy for mastering the skills. Neither type of peer model nor sex of subject significantly affected self-efficacy for learning. Both boys and girls judged themselves more similar to the mastery than to the coping model; for each type of model, boys made higher similarity judgments than girls. (RH).

* * *

AN ED260821.
AU Putallaz, Martha; And Others.
TI Sociometric Status and Adjustment: A Developmental Perspective.
LG EN..
GS U.S. North Carolina..
SN Grant (W.T.) Foundation, New York, N.Y. BBB18014.
IS RIEJAN86.
CH PS015290.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.
LV 1.
NT 13p. ; Paper presented at the Biennial Meeting of the Society for Reearch in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
YR 85.
MJ Academic-Achievement. Adjustment-to-Environment. Elementary-School-Students. Peer-Evaluation. Peer-Relationship. Self-Concept.
MN Affective-Behavior. Elementary-Education. Grade-1. Grade-3. Grade-5. Physical-Health. Student-Behavior.
ID IDENTIFIERS: Sociometric Status. TARGET AUDIENCE: Researchers.
AB The relationship of perceived and actual sociometric status to outcome variables in academic, behavioral, psychological, and physical health adjustment domains among elementary school children was examined. Participants were 180 first, third, and fifth grade public school children, their parents, and teachers. Sociometric status was assessed with a sociometric rating questionnaire. Children also completed measures of depression, anxiety, and perceived competence and estimated the sociometric rating score they received from their classmates. Parents completed a questionnaire concerning observations of their children's behavior; teachers assessed cognitive competence and academic rank in class; and school records provided the remainder of the data. Findings indicated that (1) the relationship between sociometric status and adjustment appears to be evident immediately in children across all four adjustment domains; (2) of the four adjustment domains studied, sociometric status appears to be most highly related to academic adjustment; (3) the relationship between sociometric status and adjustment appears to be strongest for first graders; and (4) it is not necessary for children to perceive their sociometric status accurately for negative outcomes to occur. (RH).

* * *

AN ED260810.
AU Beck, Steven; Collins, Lynn.
TI Children's Sociometric Groups: Developmental and Stability Issues.
LG EN..
GS U.S. Ohio..
IS RIEJAN86.
CH PS015279.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.
LV 1.
NT 9p. ; Paper presented at the Annual Meeting of the Midwestern

Psychological Association (Chicago, IL, May 2-4, 1985).
YR 85.
MJ Elementary-School-Students. Peer-Relationship.
Research-Methodology. Sociometric-Techniques.
MN Elementary-Education. Grade-2. Grade-5. Individual-Differences.
Longitudinal-Studies. Research-Problems. Social-Development.
ID IDENTIFIERS: Developmental Patterns. Sociometric Status. Stability
(Social Relationships).
AB The stability of sociometric measures and their use for classifying elementary-age children are discussed. This is an important topic because of the assumption that childhood social maladjustment is a very stable and consistent phenomenon. Sociometric scores were collected over a 7-month period in a study of potential developmental differences between second and fifth grade children. Of 231 children from a middle to middle-lower socioeconomic school district outside a large Midwestern city, 53 were classified as popular children, 48 as rejected by peers, 20 as neglected by peers, 27 as controversial, and 83 as average. Over the 7-month period, sociometric groups were found to be consistent on the average of 32 percent. Rejected children were the most consistent group (52 percent), followed by popular children (43 percent), neglected children (23.5 percent), sociometrically average children (20.5 percent), and controversial children (18.5 percent). It is concluded that classification based on only one data collection may be problematic for the assignment of children to sociometric groups for research purposes, and especially so for the selection of children for clinical intervention. (RH).

****

AN ED260482.
AU Vogel, Joyce; And Others.
TI An Examination of Conversational Skill in Accepted and Rejected
Children.
LG EN..
GS U.S. Alaska..
IS RIEJAN86.
CH CS505039.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.
LV 1.
NT 17p. ; Paper presented at the Annual Meeting of the Society for
Research in Child Development (Toronto, Ontario, Canada, April 25-28,
1985).
YR 85.
MJ Communication-Apprehension. Communication-Research.
Interpersonal-Communication. Interpersonal-Competence.
Peer-Relationship. Self-Esteem.
MN Childhood-Attitudes. Comparative-Analysis. Grade-3. Listening.
Primary-Education.
ID IDENTIFIERS: Conversation.
AB It is generally believed that the reason some children do not have satisfactory peer relationships is that they lack or will not use the interpersonal skills necessary to initiate and/or maintain such relationships. On the basis of this belief, a study was conducted to examine the conversational behavior of accepted and rejected children in a situation where conversation was the sole interpersonal activity. Subjects were 80 third-grade children divided into 16

accepted dyads, 12 rejected dyads, and 12 mixed status dyads. The videotaped conversations of the 40 dyads included conversation during a 2-minute waiting period, and a 4-minute conversational period during which the children were instructed to talk about a topic of their choice. These were then transcribed and analyzed. The results indicated that dyads of accepted children showed greater indication of listening and interest in engaging the other person in conversation than did the dyads of rejected children when weighted against incidence of not listening. The status effects observed were consistent with findings from other studies that characterize accepted children as being more prosocial and less antagonistic than rejected children. These data also provide support for social skills training programs. (HTH).

****

AN ED258956.
AU Cook, Gillian E.
TI Teachers Helping Teachers: A Training Program in Peer Supervision.
LG EN..
GS U.S. Texas.
IS RIENOV85.
CH SP026399.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 150; 141.
LV 1.
NT 30p. ; Paper presented at the Annual Conference of the Association of Teacher Educators (65th; Las Vegas, NV, February 18-21, 1985).
YR 85.
MJ Elementary-School-Teachers. Inservice-Teacher-Education. Peer-Relationship. Peer-Teaching. Supervisory-Training.
MN Change-Agents. Elementary-Education. Program-Evaluation.
AB A description is given of a Peer Supervision Training Program designed in San Antonio, Texas (1983-84) to provide intensive training in clinical supervision to eight elementary teachers from various grade levels (K-5), including one special education teacher. The program's objectives were to: (1) enable participants to develop knowledge and skills in clinical supervision; (2) develop a cadre of teachers able to instruct other educators in clinical supervision; and (3) improve classroom instruction through high quality supervision. The teachers worked with each other and visited each other's classrooms for the purpose of mutual planning, observation of instruction, and analysis of teaching/learning behaviors. The relationship was an ongoing one, based on the cyclical pattern of clinical supervision--supervisor and supervisee periodically changing roles. Each cycle included a pre-observation conference, classroom observation, analysis of data, a post-observation conference, and analysis of the process itself. The program was evaluated by administration of the Stages of Concern About the Innovation model. The strengths and weaknesses of the program are discussed, and the variables which seem to be essential for the success of a program of peer supervision are considered. An outline of the sequential procedures followed in the program is appended. (JD).

****

AN ED258723.
AU Neely, Elaine M.
TI An Annotated Bibliography Concerning Children of Divorce: Meeting Their Needs in the Elementary Classroom.
LG EN..
GS U.S. Indiana.
IS RIENOV85.
CH PS015224.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 131; 070.
LV 1.
NT 45p. ; Exit Project, Indiana University at South Bend.
YR 85.
MJ Academic-Achievement. Classroom-Techniques. Divorce. Self-Concept. Student-Behavior. Teacher-Role.
MN Annotated-Bibliographies. Bibliotherapy. Elementary-Education. Glossaries. Literature-Reviews. Parent-Teacher-Cooperation. Teacher-Attitudes.
AB Entries in this annotated bibliography are divided into three sections: (1) an overview of information about the effect of divorce on the parent and child; (2) a review of studies and literature pertaining to the impact of divorce on elementary school students; and (3) a review of literature suggesting guidelines, activities, and techniques for teachers to use in helping the child of divorce adjust. The second section focuses on literature concerning the effects of divorce on self-concept, behavior, and academic achievement. The third section addresses the importance of teacher attitudes and teacher-parent relationships. The bibliography provides a glossary of terms, a summary, conclusions, and recommendations. A list of fiction, nonfiction, and picture books for use in bibliotherapy with children of preschool, elementary, and middle school age is appended. (RH).

AN ED258713.
AU Shantz, Carolyn U.; And Others.
TI Children's Peer Relations: Sociometric Status, Dyads, and Triads.
LG EN..
GS U.S. Michigan.
SN National Science Foundation, Washington, D.C. FGK57295.
IS RIENOV85.
NO GN: NSF-BNS77-07901.
CH PS015190.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.
LV 1.
NT 11p. ; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
YR 85.
MJ Age-Differences. Elementary-School-Students. Group-Dynamics. Peer-Relationship. Sex-Differences.
MN Primary-Education.
ID IDENTIFIERS: Liking. Mixed Age Groups. Mutuality. Same Sex Peers. Social Rejection. Sociometric Status. Stability (Social Relationships). TARGET AUDIENCE: Researchers.

AB Most sociometric research is based on same-age, mixed-gender classroom groups. By contrast, this study examined eight ad hoc play groups of mixed ages (6 and 7 years) and same gender at three levels of social organization: individual status, mutual dyads, and mutual triads. A total of 96 children in groups of 12 nominated three most- and least-liked peers before and after 10 consecutive weeks of after school free-play sessions. Significant age differences occurred in the Age X Gender X Time ANOVAs: at the individual status level, older children were more socially visible. At the mutual levels, older children had more friends and enemies and more triadic relations. No age differences occurred for social preference, or for the categories of popular, rejected, neglected, controversial, or average status. Age also played a significant role in the composition of dyads and triads: 87 percent or more of mutual liking dyads and 100 percent of triads were between same-age children. The 10-week stabilities of status were quite similar to those reported for classrooms. Preference was more stable than visibility. Rejected status was the most stable and neglected status the least. Mutual liking dyads were more stable (54 percent) than disliking dyads (30 percent). Triads were rare and unstable. Gender had no appreciable impact on social relations. (Author/RH).

****

AN ED258695.
AU Zucker, Kenneth J.; And Others.
TI Children's Appraisals of Sex-Typed Behavior in Their Peers.
LG EN..
GS Canada. Ontario.
IS RIENOV85.
CH PS015097.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 143; 150.
LV 1.
NT 35p. ; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
YR 85.
MJ Childhood-Attitudes. Peer-Influence. Role-Perception. Sex-Role. Social-Attitudes.
MN Age-Differences. Elementary-Education. Elementary-School-Students. Friendship. Imitation. Kindergarten-Children. Sex-Differences. Social-Cognition.
ID IDENTIFIERS: Gender Identity. Happiness. TARGET AUDIENCE: Researchers.
AB Reported in this document are the results of three experiments investigating the potential influence of peers in gender-role socialization. Children were exposed to a series of vignettes providing information about target children who varied in their degree of masculinity and femininity. Drawn from third through sixth grades, participants included 71 boys and 90 girls in the first study, 102 boys and 137 girls in the second study. In these two experiments, subjects rated their interest in being friends with the target child, how happy they thought the child was, and their interest in emulating the child's behavior. In the first study, the target child was male; in the second, female. A total of 33 boys and 33 girls in kindergarten, first grade, and second grade participated

in the third experiment, which incorporated an age-appropriate assessment technique involving nonverbal responses. On the whole, results for the first two experiments indicated that variations in sex-typed behavior influence friendship ratings by same-age peers, with boys' ratings being more profoundly affected than girls' ratings. Both studies also demonstrated that children are sensitive to degrees of "gender-role deviance". Surprisingly, friendship ratings made by boys in the third experiment differed notably from ratings made by boys in the first. (Implications of the findings are discussed.) (RH).

****

AN ED257579.
AU Moely, Barbara E.; Johnson, Terry D.
TI Differentiation of Peers' Ability Attributes by Elementary School Children.
LG EN.
GS U.S. Louisiana.
IS RIEOCT85.
CH PS015203.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.
LV 1.
NT 11p. ; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985). Research was supported by a grant from the Institute of Mental Hygiene of the city of New Orleans.
YR 85.
MJ Age-Differences. Elementary-School-Students. Individual-Differences. Peer-Acceptance. Social-Cognition.
MN Comprehension. Elementary-Education. Grade-2. Grade-4. Grade-6. Peer-Evaluation.
ID IDENTIFIERS: Ability Attributes. Person Perception. TARGET AUDIENCE: Researchers.
AB A study was conducted to investigate the peer concepts held by 16 second-grade, 17 fourth-grade, and 17 sixth-grade students. A paired comparisons sociometric procedure was used to obtain children's descriptions of their classmates in the areas of reading, mathematics, drawing, and an athletic skill (running). In addition, the procedure measured children's liking for classmates. Independent measures of each child's actual skills or characteristics were obtained from reading and mathematics achievement test scores, a measure of running speed, and teachers' ratings of drawing ability and popularity. Analyses indicated little differentiation of ability attributes by either the second or fourth graders. Sixth graders viewed drawing ability and mathematics skill as quite separate from other attributes, thus demonstrating partial differentiation of ability attributes. Accuracy of the children's choices relative to the objective measures showed increasing accuracy from second to fourth grade in judging reading skill, mathematics ability, and running speed. Decreased ability across grades was found in judging drawing ability. Moderate correspondence at younger levels, increasing through the sixth grade, was found between teachers' rankings of popularity and children's liking for peers. Findings thus indicated both the increasingly differentiated concepts of peers' abilities during the elementary school years and the

limitations on concept differentiation resulting from changes in the salience of ability attributes over these years. (Author/RH).

****

AN ED257452.
AU Hawkins, Jan.
IN Bank Street Coll. of Education, New York, NY. Center for Children and Technology. BBB22835.
TI The Interpretation of Logo in Practice. Technical Report No. 34.
LG EN..
GS U.S. New York.
SN Spencer Foundation, Chicago, Ill. BBB06744.
IS RIEOCT85.
CH IR011685.
PR EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PT 143.
LV 2.
NT 38p.
YR 85.
MJ Classroom-Techniques. Cognitive-Development. Elementary-School-Students. Social-Development. Teacher-Attitudes. Teaching-Styles.
MN Development. Elementary-Education. Individual-Differences. Instructional-Innovation. Interviews. Pilot-Projects. Problem-Solving. Programing. Programing-Languages. Research-Methodology. Teacher-Role.
ID IDENTIFIERS: LOGO Programing Language. TARGET AUDIENCE: Researchers.
AB Designed to help understand the cognitive and social effects of children's classroom experiences with LOGO and computers, this study presents an account of the ways in which two elementary school teachers thought about, grappled with, and practiced LOGO in their classrooms over a 2-year period. The account is organized chronologically, first describing the pilot period when microcomputers were placed in the classrooms and LOGO became part of classroom activities for 2 months before the school year's end; then the experiment's first year, including a recounting of the teacher's expectations, classroom work which shifted focus from LOGO as a learning environment for general problem solving skills to LOGO as a context for learning about programming and computers, and reasons for the shift; and finally, the second year, when teachers developed instructional strategies and revised classroom work to provide a particular type of structure to LOGO learning. Subjects were 25 third and fourth graders (11 boys, 14 girls) and 25 fifth and sixth graders (11 boys, 14 girls) encompassing a variety of ethnic and socioeconomic backgrounds and a range of achievement levels. (MBR).

****

AN ED257017.
AU Bruene, Linda; And Others.
TI Training Students in Thinking Skills for Solving Social Problems: A Strategy for Helping Students Cope Constructively with School Stressors.
LG EN..
GS U.S. New Jersey..

IS RIEOCT85.
CH CG018239.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 141; 150.
LV 1.
NT 23p. ; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
YR 85.
MJ Coping. Middle-Schools. Peer-Relationship. Skill-Development. Student-Adjustment. Transitional-Programs.
MN Decision-Making-Skills. Intermediate-Grades. Problem-Solving. Social-Networks. Stress-Variables.
AB The project described in this paper focuses on researching approaches to ease the student's transition from elementary to middle school. The method presented equips teachers with an eight-step strategy for helping students think through everyday decisions and stressful situations. The materials target situations that children face while interacting with their peers and adjusting to school. Five major tasks facing new middle school students are identified: (1) managing shifts in role definitions and expectations; (2) managing shifts in social networks and group membership; (3) reorganizing personal social support resources; (4) reappraising oneself and one's life situation; and (5) managing the stress related to uncertain expectations, goals, and abilities. An action-research methodology designed to develop sound curriculum materials for the fourth and fifth grades is presented. Empirical findings concerning the impact of stressors related to the middle school transition on students and the effects of this training on their ability to cope with these stressors are reviewed. Finally, there is a description of a new, ongoing experimental extension of the elementary school program through the discipline system of the middle school, the focus of this effort being to help students think through situations that result in frequent school discipline episodes. (Author/MRB).

AN ED256156.
AU Jun-Aust, Heesoon.
TI Individual Differences in Second Language Learning of Korean Immigrant Students.
LG EN..
GS U.S. Washington.
IS RIESEP85.
CH FL014961.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 143; 150.
LV 1.
NT 39p. ; Paper presented at the International Conference on Second/Foreign Language Acquisition by Children (Oklahoma City, OK, March 29, 1985).
YR 85.
MJ Children. Immigrants. Korean-Americans. Learning-Motivation. Peer-Relationship. Second-Language-Learning.
MN Elementary-Education. Individual-Differences. Listening-Comprehension. Speech-Skills.
AB A study of the effects of peer-pairing and integrative motivation on

both formal language performance and actual language behavior with Korean immigrant children is presented. The formal language learning was measured by tests of oral production and listening comprehension, and actual language behavior was measured by observations in a natural school environment. Both oral production and listening comprehension posttests were administered four-and-a-half months after pretest administration. Thirty elementary school children (11 boys and 19 girls) were randomly assigned to two groups, resulting in 14 children (8 girls and 6 boys) in the peer-paired group and 16 (11 girls and 5 boys) in the no-paired group. Stepwise multiple regression analyses indicated that (1) peer-pairing was a significant predictor for listening comprehension and the actual language behavior, and (2) prior language knowledge was the best predictor of formal language learning. The theoretical implications are that peer-pairing not only facilitates formal listening comprehension and actual language behavior, but also enhances social relationships between second-language learners and the target-language speakers. (MSE).

****

AN ED255326.
AU Hatch, J. Amos.
TI Negotiating Status in a Kindergarten Peer Culture.
LG EN..
GS U.S. Ohio..
IS RIEAUG85.
CH PS015049.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 143; 150.
LV 1.
NT 34p. ; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
YR 85.
MJ Kindergarten-Children. Nonverbal-Communication. Peer-Relationship. Social-Status. Status-Need. Verbal-Communication.
MN Classroom-Environment. Egocentrism. Group-Dynamics. Interaction-Process-Analysis. Intergroup-Relations. Interviews. Naturalistic-Observation. Peer-Evaluation. Primary-Education. Social-Behavior. Socioeconomic-Status. Urban-Areas.
AB To provide a description of children's strategies for acquiring and protecting status in peer interactions, participant observation fieldwork was conducted in a classroom of 24 kindergarteners in a low socioeconomic status urban public school. During the period from January through May of 1983, 26 observational visits were made and 80 hours of child-to-child social behavior were recorded. Teachers, the school principal, the classroom aide, selected district staff, and parents were interviewed. Unobtrusive data (school and district reports, student records, and student- and teacher-produced artifacts) were also utilized. Spradley's Developmental Research Sequence Model was used to guide data collection and analysis procedures. Findings were reported in the form of an "analytic description". While dominating behavior was seen consistently in only a few children, almost all children used peer interactions to attempt to manipulate or control the actions of others. Ways to practice and respond to self-promotion and ways to put others down

and defend against put-downs were noted. Contrary to the views of Piaget and Goffman, results indicated that children actively participate in the construction of social events, demonstrate an awareness that peer status is a product of social interaction, and use sophisticated interaction strategies to promote and protect their status. (CB).

****

AN ED254397.
AU Schunk, Dale H.; Hanson, Antoinette R.
TI Influence of Peer Models on Children's Self-Efficacy.
LG EN..
GS U.S. Texas.
IS RIEJUL85.
CH SE045405.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 143.
LV 1.
NT 30p. ; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
YR 85.
MJ Elementary-School-Mathematics. Mathematics-Instruction. Peer-Influence. Self-Concept. Subtraction.
MN Educational-Research. Elementary-Education. Sex-Differences.
ID IDENTIFIERS: Mathematics Education Research. Peer Modeling. Self Efficacy. TARGET AUDIENCE: Researchers. Teachers. Practitioners.
AB This experiment investigated how children's self-efficacy and achievement were influenced by their observing peer models learn a cognitive skill. Within this context, the effects of modeled mastery and coping behaviors were explored. The subjects were 72 children aged 8 to 10 who had experienced difficulties learning subtraction with regrouping operations in their classes. Children observed a same-gender peer demonstrate either rapid (mastery model) or gradual (coping model) acquisition of subtraction skills, observed a teacher model demonstrate subtraction operations, or did not observe a model. Children then judged self-efficacy for learning to subtract, and received subtraction training. Observing a peer model led to higher self-efficacy for learning, posttest self-efficacy, and achievement, than did observing the teacher model or not observing a model. Children who observed the teacher model scored higher than no model subjects on these measures. No significant differences were obtained on any measure due to type of peer modeled behavior (mastery/copying). (Author/MS).

****

AN ED254350.
AU Hatch, J. Amos.
TI Children's Social Goals in Kindergarten Peer Interactions.
LG EN..
GS U.S. Ohio..
IS RIEJUL85.
CH PS015008.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 143; 150.

LV 1.
NT 42p. ; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
YR 85.
MJ Affiliation-Need. Communication-Skills. Interpersonal-Competence. Kindergarten-Children. Peer-Relationship. Status-Need.
MN Classification. Classroom-Observation-Techniques. Classroom-Research. Communication-Research. Ethnography. Motivation. Peer-Acceptance. Peer-Evaluation. Primary-Education. Social-Structure. Urban-Schools.
ID IDENTIFIERS: Ceremonies. Goffman (Erving). Social Interaction. Social Motives. Spradley Developmental Research Sequence Model.
AB A detailed description and sociological analysis were made of peer interaction in a public school kindergarten located in a large urban school district. Data collected over a 5-month observation period included field note transcriptions of hundreds of interaction events, records of formal and informal interviews with classroom participants, and various unobtrusively obtained data. Analysis focused on identifying the social goals of children in child-to-child interactions. Affiliation, competence, and status goals were identified. Affiliation goals enabled children to feel they are connected with others, that others perceived them as worthy social interactants, and that others cared about them and wanted to do things with them. Competence goals promoted children's feelings of competence, conveyed the sense that they were capable of accomplishing school tasks, and suggested that they were recognized as members of the group achieving what is expected in school. Status goals enabled individuals to feel superior to or more important than others, to manipulate or control the actions of others, and to assert their own status in relationship to the status of others. Findings related to each goal area are described, and reference is made to the interactions of children in the contexts of their kindergarten. Within each goal area, sets of strategies for accomplishing social motives are identified. A taxonomy of social goals in outline form is appended. A three-page list of references is also included. (RH).

****

****

AN EJ342948.
AU Grant, Linda; Rothenberg, James.
TI The Social Enhancement of Ability Differences: Teacher-Student Interactions in First- and Second-Grade Reading Groups.
SO Elementary School Journal; v87 n1 p29-50 Sep 1986. 86.
LG EN..
IS CIJFEB87.
CH PS514569.
PT 080; 143.
AV UMI.
YR 86.
MJ Behavior-Patterns. Grouping-Instructional-Purposes. Reading-Ability. Social-Behavior. Student-Behavior. Teacher-Student-Relationship.
MN Behavior-Development. Grade-1. Grade-2. Interpersonal-Competence. Primary-Education. Social-Differences.
ID IDENTIFIERS: Reading Groups. TARGET AUDIENCE: Researchers.
AB Examines the stratifying processes of grouping and tracking in the primary grades among high- and low-ability reading groups and presents a framework for comparing students' experiences in the reading groups. (HOD).

****

AN EJ342944.
AU Friedemann, Marie-Luise.
TI Family Economic Stress and Unemployment: Child's Peer Behavior and Parents' Depression.
SO Child Study Journal; v16 n2 p125-42 1986. 86.
LG EN..
IS CIJFEB87.
CH PS514565.
PT 080; 143.
YR 86.
MJ Child-Development. Childhood-Needs. Depression-Psychology. Financial-Problems. Peer-Relationship. Unemployment.
MN Behavioral-Science-Research. Emotional-Development. Kindergarten. Parent-Role. Poverty. Primary-Education. Social-Development.
ID IDENTIFIERS: Economic Stress. TARGET AUDIENCE: Researchers.
AB Shows that (1) fathers under economic stress were more likely to be depressed and have marital problems; (2) mothers had greater tendency to be depressed if marital relationship was stressed, regardless of economic situation; and (3) children of families with economic stress and other problems acted more withdrawn in the peer group or engaged

in more acts of leadership. (HOD).

****

AN EJ342304.
AU Burleson, R.; And Others.
TI Communicative Correlates of Peer Acceptance in Childhood.
SO Communication Education; v35 n4 p349-61 Oct 1986. 86.
LG EN..
IS CIJFEB87.
CH CS707237.
PT 080; 143.
AV UMI.
YR 86.
MJ Child-Neglect. Communication-Problems. Communication-Research.
Communication-Skills. Peer-Relationship. Skill-Analysis.
MN Behavior-Patterns. Grade-1. Grade-3. Peer-Influence.
Primary-Education. Social-Adjustment.
ID IDENTIFIERS: Communication Education. Communicative Correlates of
Peer Acceptance.
AB Indicates that communication skills of neglected children are, in
general, only slightly less advanced than those of accepted children,
whereas children rejected by their peers are usually deficient with
respect to several communication skills. Claims to be the first
investigation to examine the influence of comforting skill on peer
acceptance. (JD).

****

AN EJ341380.
AU deHaas, Patricia A.
TI Attention Styles and Peer Relationships of Hyperactive and Normal
Boys and Girls.
SO Journal of Abnormal Child Psychology; v14 n3 p457-67 Sep 1986. 86.
LG EN..
IS CIJJAN87.
CH EC190516.
PT 080; 143.
NT Journal Availability: see, EC 190 510.
YR 86.
MJ Attention-Deficit-Disorders. Attention-Span. Behavior-Problems.
Hyperactivity. Peer-Relationship. Sex-Differences.
MN Cognitive-Style. Elementary-Education. Interpersonal-Relationship.
Peer-Evaluation.
AB Attention styles and peer relationships of hyperactive (N=23) and
normal (N=68) boys and girls in grades 3-5 were compared using
behavioral, cognitive, and sociometric measures. Among reported
results was that hyperactive girls displayed more conduct problems
than normal girls, but less than hyperactive boys. (Author/JW).

****

AN EJ341376.
AU Sigelman, Carol K.; Shorokey, Joseph J.
TI Effects of Treatments and Their Outcomes on Peer Perceptions of a
Hyperactive Child.
SO Journal of Abnormal Child Psychology; v14 n3 p397-410 Sep 1986. 86.

LG EN..
IS CIJJAN87.
CH EC190512.
PT 080; 143.
NT Journal Availability: see, EC 190 510.
YR 86.
MJ Hyperactivity. Peer-Acceptance. Peer-Evaluation. Values.
MN Age-Differences. Attribution-Theory. Developmental-Stages. Drug-Therapy. Elementary-Education.
AB Elementary students in grades K-1 and 4-5 (N=98) responded to descriptions of a hyperactive boy under one of two solution conditions (medication vs. effort) and one of two outcome conditions (success or failure). Among reported findings was that older children particularly valued the child whose own efforts succeeded. (Author/JW).

****

AN EJ341344.
AU Fredericks, Bud.
TI I Helped My Son into the Mainstream.
SO Exceptional Parent; v16 n5 p14,16-17 Sep 1986. 86.
LG EN..
IS CIJJAN87.
CH EC190480.
PT 080; 120; 055.
AV UMI.
YR 86.
MJ Adaptive-Behavior-of-Disabled. Adjustment-to-Environment. Downs-Syndrome. Mainstreaming. Parent-Role. Peer-Acceptance.
MN Elementary-Education. Mental-Retardation. Parent-School-Relationship. Parent-Student-Relationship. Personal-Narratives.
ID TARGET AUDIENCE: Parents.
AB A parent describes how presenting information on what it is like to have a disability to his son's teacher and fifth grade classmates helped his Down Syndrome son to adjust to a new school and achieve acceptance. The success of this strategy should encourage other parents to make comparable efforts. (JC).

****

AN EJ341111.
AU St. Clair, Robert.
TI Human Rights: A Vehicle for Cultural Intervention.
SO Clearing House; v60 n1 p27-29 Sep 1986. 86.
LG EN..
IS CIJJAN87.
CH CS733128.
PT 080; 055; 120.
AV UMI.
NT Special Theme Issue: What We Wish People Knew About Middle Level Education.
YR 86.
MJ Adolescent-Development. Civil-Liberties. Cultural-Differences. Discipline-Problems. Educational-Environment. Peer-Influence.
MN Administrator-Role. Foreign-Students. Intermediate-Grades.

Junior-High-Schools. Middle-Schools. School-Counseling. Secondary-School-Curriculum. Student-Role. Teacher-Role.
AB Discusses the discipline problems that arose when several Southeast Asian students attended a middle school in Minnesota. Describes how these problems were transformed into a human rights learning experience for the students. (SRT).

****

AN EJ341106.
AU Drinkard, Barbara Parr.
TI The Best of Times, The Worst of Times.
SO Clearing House; v60 n1 p11-13 Sep 1986. 86.
LG EN..
IS CIJJAN87.
CH CS733123.
PT 080; 120; 055.
AV UMI.
NT Special Theme Issue: What We Wish People Knew About Middle Level Education.
YR 86.
MJ Adolescent-Development. Classroom-Environment. Cognitive-Development. Self-Concept. Teacher-Student-Relationship. Teaching-Methods.
MN Elementary-Secondary-Education. Group-Activities. Intermediate-Grades. Junior-High-Schools. Junior-High-School-Students. Middle-Schools. Physical-Development. Self-Esteem. Student-Role. Teacher-Role.
AB Discusses the needs of adolescents and how teachers should accommodate these needs in order to encourage learning and to make their job easier. (SRT).

****

AN EJ337938.
AU Laupa, Marta; Turiel, Elliot.
TI Children's Conceptions of Adult and Peer Authority.
SO Child Development; v57 n2 p405-12 Apr 1986. 86.
LG EN..
IS CIJOCT86.
CH PS514279.
PT 080; 143.
AV UMI.
YR 86.
MJ Concept-Formation. Peer-Relationship. Power-Structure. Social-Structure.
MN Adults. Age-Differences. Elementary-School-Students. Evaluation-Criteria. Evaluative-Thinking.
ID TARGET AUDIENCE: Researchers.
AB Examines elementary school children's concept of authority with regard to the age and social position of command-giver and the type of command given. Shows that children's evaluation of adult and peer authority were based on a combination of age and position in the social context. (HOD).

****

AN EJ337597.
AU Sainato, Diane M.; And Others.
TI The Effects of a Classroom Manager Role on the Social Interaction Patterns and Social Status of Withdrawn Kindergarten Students.
SO Journal of Applied Behavior Analysis; v19 n2 p187-95 Sum 1986. 86.
LG EN..
IS CIJOCT86.
CH EC190026.
PT 080; 143.
YR 86.
MJ Interaction. Peer-Relationship. Social-Status. Student-Role. Withdrawal-Psychology.
MN Kindergarten. Peer-Acceptance. Primary-Education.
AB When three socially withdrawn kindergarteners were placed in the classroom manager's role they substantially increased the frequency of positive social initiations during free-play, had more positive and fewer negative social bids from peers, were rated more favorably by classmates, and were selected more frequently as best friends by peers. (Author/CL).

****

AN EJ337591.
AU Pigott, H. Edmund; And Others.
TI The Effects of Reciprocal Peer Tutoring and Group Contingencies on the Academic Performance of Elementary School Children.
SO Journal of Applied Behavior Analysis; v19 n1 p93-98 Spr 1986. 86.
LG EN..
IS CIJOCT86.
CH EC190020.
PT 080; 143.
YR 86.
MJ Academic-Achievement. Arithmetic. Peer-Relationship. Peer-Teaching. Tutoring. Underachievement.
MN Contingency-Management. Elementary-Education. Grade-5. Group-Instruction.
AB Analysis of reciprocal peer tutoring combined with group reinforcement contingencies on the arithmetic performance of 12 underachieving fifth-graders indicated that the intervention increased the students' arithmetic performance to a level indistinguishable from their classmates during treatment and 12-week follow-up. Students also increased peer affiliation with other treatment group members. (Author/CL).

****

AN EJ337084.
AU Kniveton, Bromley H.
TI Peer Models and Classroom Violence: An Experimental Study.
SO Educational Research; v28 n2 p111-16 Jun 1986. 86.
LG EN..
IS CIJOCT86.
CH CE516976.
PT 080; 143.
YR 86.
MJ Behavior-Modification. Classroom-Environment. Models. Peer-Influence. Social-Behavior. Violence.

MN Aggression. Elementary-Education. Teacher-Responsibility.
AB Investigates the cumulative effect of repeated exposure of schoolchildren to antisocial models. Research results highlight the need to minimize models of misbehavior in the classroom and for teachers to manage the class in order to produce maximum exposure to good behavior models. (Author/CT).

****

AN EJ336898.
AU Nelson-LeGall, Sharon; Glor-Scheib, Susan.
TI Academic Help-Seeking and Peer Relations in School.
SO Contemporary Educational Psychology; v11 n2 p187-93 Apr 1986. 86.
LG EN..
IS CIJSEP86.
CH TM511279.
PT 080; 143.
YR 86.
MJ Academic-Ability. Peer-Relationship. Student-Attitudes.
MN Classroom-Research. Correlation. Elementary-Education. Grade-3. Grade-5. Mathematics-Skills. Naturalistic-Observation. Rating-Scales. Reading-Skills. Sociometric-Techniques.
ID IDENTIFIERS: Help Seeking.
AB This study investigated the relationship between peer relations and help-seeking behaviors in third- and fifth-grade boys and girls. The relationship between peer status and academic help-seeking was found to vary with the target of the help-seeking overture and the type of help requested. (Author/LMO).

****

AN EJ332668.
AU French, Doran C.; Waas, Gregory A.
TI Teachers' Ability to Identify Peer-Rejected Children: A Comparison of Sociometrics and Teacher Rates.
SO Journal of School Psychology; v23 n4 p347-53 Win 1985. 85.
LG EN..
IS CIJJUL86.
CH CG529905.
PT 080; 143.
AV UMI.
YR 85.
MJ Peer-Relationship. Rejection-Psychology. Sociometric-Techniques. Teacher-Guidance.
MN Academic-Achievement. Elementary-Education. Elementary-School-Students. Peer-Acceptance. Teacher-Effectiveness. Teacher-Response.
AB The effectiveness of teachers in identifying children who experience peer relationship difficulties was examined by comparing populations selected by teacher ratings and sociometric nomination procedures. Results revealed teachers were successful in identifying those who experienced the most severe peer rejection and were most likely to select children exhibiting academic difficulties. (Author/ABB).

****

AN EJ331946.
AU Masten, Ann S.; And Others.
TI A Revised Class Play Method of Peer Assessment.
SO Developmental Psychology; v21 n3 p523-33 May 1985. 85.
LG EN..
IS CIJJUN86.
CH PS514006.
PT 080; 143.
AV UMI.
YR 85.
MJ Children. Elementary-Education. Interpersonal-Competence. Peer-Evaluation. Peer-Relationship.
MN Drama. Peer-Acceptance. Psychometrics.
AB Revised Class Play (RCP) was presented as a measure of peer reputation designed to improve the assessment of social competence as well as the psychometric properties of class play method. Administered to third through sixth graders three test dimensions were revealed: sociability-leadership, aggressive-disruptive, and sensitive-isolated. Data relates these three scores to SES, IQ, achievement, and teacher ratings. (Author/DST).

****

AN EJ331502.
AU Osguthorpe, Russell T.; And Others.
TI Increasing Social Acceptance: Mentally Retarded Students Tutoring Regular Class Peers.
SO Education and Training of the Mentally Retarded; v20 n4 p235-40 Dec 1985. 85.
LG EN..
IS CIJJUN86.
CH EC181919.
PT 080; 143.
AV UMI.
YR 85.
MJ Mild-Mental-Retardation. Peer-Acceptance. Tutoring.
MN Intermediate-Grades. Peer-Teaching.
AB The study measured social acceptance experienced by fourth through sixth-grade mentally retarded students who acted as tutors of their regular class peers. Results showed that tutors interacted with regular class peers more often than handicapped non-tutors and suggested that handicapped students would make more personal/social progress with regular tutoring assignments. (Author/CL).

****

AN EJ331431.
AU Ballard, Keith D.; Crooks, Terence J.
TI Individual Preference for Peer Interaction: Some Data on a Self-Report Measure for Preschool Children.
SO Exceptional Child; v32 n2 p81-86 Jul 1985. 85.
LG EN..
IS CIJJUN86.
CH EC181848.
PT 080; 143.
YR 85.
MJ Intervention. Peer-Relationship. Withdrawal-Psychology.

MN Kindergarten. Play.
AB Seven kindergarten children with low levels of social involvement with peers were compared with 24 children randomly selected from within the same kindergarten settings using a self-report measure of preference for peer interaction. Following intervention designed to increase peer involvement, target children were not significantly different from the comparison group on the self-report measures. (Author/CL).

****

AN EJ331418.
AU Maheady, Larry; Sainato, Diane M.
TI The Effects of Peer Tutoring upon the Social Status and Social Interaction Patterns of High and Low Status Elementary School Students.
SO Education and Treatment of Children; v8 n1 p51-65 Win 1985. 85.
LG EN..
IS CIJJUN86.
CH EC181835.
PT 080; 143.
YR 85.
MJ Elementary-Education. Peer-Acceptance. Social-Status.
MN Interaction. Peer-Relationship. Peer-Teaching.
AB Results of using high status peers to tutor socially unpopular peers indicated signficant increases in daily accuracy rates of tutored subjects, slight positive improvements in the sociometric standing of low status peers; immediate increase in the number of positive social contacts, and decreased frequency of negative social interactions between low status students and their peers. (Author/CL).

****

AN EJ331203.
AU Goldstein, Bobbye S.
TI Confidence Helps Build Competence.
SO Reading Horizons; v26 n3 p189-90 Apr 1986. 86.
LG EN..
IS CIJJUN86.
CH CS732464.
PT 080; 120.
AV UMI.
YR 86.
MJ Academic-Achievement. Childhood-Attitudes. Parent-Role. Self-Esteem. Teacher-Role.
MN Elementary-Education.
AB Suggests eight things parents and teachers can do to improve children's confidence and competence, including giving them the opportunity for success and being willing to listen to the feelings behind their words. (FL).

****

AN EJ330651.
AU Harris, Monica J.; And Others.
TI The Effects of Teacher Expectations, Gender, and Behavior on Pupil

Academic Performance and Self-Concept.
SO Journal of Educational Research; v79 n3 p173-79 Jan-Feb 1986. 86.
LG EN..
IS CIJMAY86.
CH SP515520.
PT 080; 143.
YR 86.
MJ Academic-Achievement. Peer-Teaching. Self-Concept.
Teacher-Behavior. Teaching-Styles.
MN Outcomes-of-Education. Primary-Education.
AB Ten professional and 10 peer teachers were videotaped while teaching a short lesson. Detailed codings and ratings of videotapes allowed an examination of interrelationships among teacher expectations, gender, teaching behaviors, and student outcome measures of cognitive performance and academic self-concept. Results are summarized and conclusions offered. (Author/MT).

****

AN EJ329004.
AU Pintrich, Paul R.; Blumenfeld, Phyllis C.
TI Classroom Experience and Children's Self-Perceptions of Ability, Effort, and Conduct.
SO Journal of Educational Psychology; v77 n6 p646-57 Dec 1985. 85.
LG EN..
IS CIJAPR86.
CH TM511031.
PT 080; 143.
AV UMI.
YR 85.
MJ Academic-Achievement. Classroom-Environment. Self-Concept.
Teacher-Influence.
MN Age-Differences. Classroom-Observation-Techniques.
Elementary-Education. Feedback. Interviews. Student-Behavior.
Student-Motivation.
AB The relation of classroom experience to children's self-perceptions of ability, effort, and conduct was investigated in an observational study of 85 second and sixth graders. Findings suggest that children distinguish among different types of feedback and highlight the differential effects of feedback on achievement-related self-perceptions. (Author/LMO).

****

AN EJ328582.
AU Clark, M. L.; Drewry, Debra L.
TI Similarity and Reciprocity in the Friendships of Elementary School Children.
SO Child Study Journal; v15 n4 p251-64 1985. 85.
LG EN..
IS CIJAPR86.
CH PS513950.
PT 080; 143.
AV UMI.
YR 85.
MJ Age-Differences. Children. Friendship. Peer-Acceptance.
Peer-Relationship.

MN Elementary-Education. Interpersonal-Attraction. Researchers.
Self-Concept. Sociometric-Techniques.
ID IDENTIFIERS: Popularity. Primary Self Concept Inventory.
AB Investigated the effect of similarity and reciprocity on dyadic friendship choices in third- and sixth-grade students. Reciprocal (mutual) friendships were more similar in proximity, popularity, and self-concept than those in nonreciprocal (nonmutual) dyads. Results are discussed in relation to the interpersonal attraction theories. (Author/DST).

****

AN EJ328127.
AU Sasso, Gary M.; And Others.
TI Procedures for Facilitating Integration of Autistic Children in Public School Settings.
SO Analysis and Intervention in Developmental Disabilities; v5 n3 p233-46 1985. 85.
LG EN..
IS CIJAPR86.
CH EC181296.
PT 080; 143.
AV UMI.
YR 85.
MJ Autism. Peer-Relationship. Student-Attitudes.
MN Attitude-Change. Elementary-Education. Peer-Acceptance.
AB Results revealed that regular class students who had received information about exceptionalities and participated in controlled experiences with autistic children had the most positive attitude and made the greatest number of positive behavioral initiations toward the handicapped subjects. Most frequently regular class students' behavioral initiations were aimed toward those autistic children who had received social skill training. (CL).

****

AN EJ328111.
AU Siperstein, Gary N.; Bak, John J.
TI Effects of Social Behavior on Children's Attitudes toward Their Mildly and Moderately Mentally Retarded Peers.
SO American Journal of Mental Deficiency; v90 n3 p319-27 Nov 1985. 85.
LG EN..
IS CIJAPR86.
CH EC181280.
PT 080.
AV UMI.
YR 85.
MJ Mild-Mental-Retardation. Moderate-Mental-Retardation.
Peer-Acceptance. Prosocial-Behavior. Student-Attitudes.
MN Intermediate-Grades. Interpersonal-Competence. Peer-Relationship.
Social-Behavior.
AB Nonretarded fourth through sixth-graders (N=91) viewed a videotape of either a nonretarded, mildly retarded, or moderately retarded target child reading. They then were read a story depicting the target as either socially competent, withdrawn, or aggressive. Prosocial behavior attributes had a positive effect on children's attitudes and behavioral intentions toward retarded targets. (Author/CL).

****

AN EJ328032.
AU Steele, Cheryl A.
TI The Truths of Transescence.
SO Principal; v65 n2 p50-52 Nov 1985. 85.
LG EN..
IS CIJAPR86.
CH EA519511.
PT 080.
AV UMI.
YR 85.
MJ Middle-Schools. Peer-Acceptance. Peer-Influence Preadolescents. Teacher-Student-Relationship.
MN Intermediate-Grades. Junior-High-Schools. School-Organization.
ID IDENTIFIERS: Transescents. TARGET AUDIENCE: Practitioners.
AB Perceptive principals and teachers can use to their advantage the effects of peer pressure on 10- to 14-year-old children. Schools should provide these middle-grade students with clear expectations, predictable consequences for undesirable behavior, and frequent rewards for positive actions. Conclusions of research on grade grouping are summarized. (MLF).

****

AN EJ327171.
AU Newman, Joan.
TI Sex Differences in Name Learning among Classmates.
SO Child Study Journal; v15 n2 p107-16 1985. 85.
LG EN..
IS CIJMAR86.
CH PS513721.
PT 080.
AV UMI.
YR 85.
MJ Kindergarten-Children. Peer-Relationship. Sex-Differences. Social-Behavior.
MN Recognition-Psychology. Sex-Role. Social-Cognition. Social-Development.
AB Compares number of classmates' photographs named by boys and girls on four different occasions in two kindergarten classrooms. Patterns of name learning were compared to examine sex differences in the speed and extent to which classmates' names are learned as well as differential selectivity in the sex of peer relationships. (Author/DST).

****

AN EJ327138.
AU Nelson, Janice; Aboud, Frances E.
TI The Resolution of Social Conflict between Friends.
SO Child Development; v56 n4 p1009-17 Aug 1985. 85.
LG EN..
IS CIJMAR86.
CH PS513645.
PT 080; 143.
AV UMI.
YR 85.
MJ Attitude-Change. Conflict-Resolution. Discussion.

Elementary-School-Students. Friendship. Peer-Relationship.
MN Elementary-Education. Grade-3. Grade-4. Social-Development. Social-Problems.
ID TARGET AUDIENCE: Researchers.
AB Investigates whether third- and fourth-grade children respond differently to conflict with friends and acquaintances. Results support the view that conflict between friends promotes more social development than conflict between nonfriends. Discussion among friends disagreeing on answers to social problems resulted in more mature solutions than that of nonfriends. (Author/RH).

****

AN EJ324980.
AU Asher, Steven R.; Wheeler, Valerie A.
TI Children's Loneliness: A Comparison of Rejected and Neglected Peer Status.
SO Journal of Consulting and Clinical Psychology; v53 n4 p500-05 Aug 1985. 85.
LG EN..
IS CIJFEB86.
CH CG529178.
PT 080; 143.
AV UMI.
YR 85.
MJ Children. Loneliness. Peer-Acceptance. Peer-Evaluation. Rejection-Psychology. Social-Isolation.
MN Elementary-Education. Social-Status. Sociometric-Techniques.
AB Assessed feelings of loneliness of two subgroups of unpopular children, those sociometrically rejected and those sociometrically neglected. Data from 200 third through sixth graders indicated that rejected children were the most lonely group and differed significantly from other status groups. Neglected children did not differ from higher status peers. (Author/MCF).

****

AN EJ324262.
AU Zarbatany, Lynne; And Others.
TI Why Does Children's Generosity Increase with Age: Susceptibility to Experimenter Influence or Altruism.
SO Child Development; v56 n3 p746-56 Jun 1985. 85.
LG EN..
IS CIJJAN86.
CH PS513847.
PT 080; 143.
AV UMI.
YR 85.
MJ Age-Differences. Altruism. Elementary-School-Students. Peer-Influence.
MN Elementary-Education. Grade-1. Grade-3. Grade-5.
ID IDENTIFIERS: Experimenter Influence. Generosity. TARGET AUDIENCE: Researchers.
AB Evaluated whether age differences in children's generosity result from increasing altruistic motivation or increasing susceptibility to experimenter influence strategies. A total of 282 first, third, and fifth graders voted on how to spend a gift of money under one of five

instructional sets--three levels of experimenter influence, peer influence, and no influence. (Author/BE).

****

AN EJ324152.
AU Kincheloe, Teresa Scott.
TI Building Self-Concept in Reading Instruction.
SO Curriculum Review; v25 n1 p51-53 Sep-Oct 1985. 85.
LG EN..
IS CIJJAN86.
CH IR514638.
PT 080; 052; 120.
AV UMI.
YR 85.
MJ Reading-Instruction. Self-Concept. Teacher-Influence. Teacher-Role. Teaching-Methods.
MN Elementary-Education. Student-Motivation. Teacher-Responsibility. Teacher-Student-Relationship.
ID TARGET AUDIENCE: Practitioners.
AB Stresses student self-image as a crucial ingredient to independent reading success and discusses ways teachers can display respect for learners as individuals and simultaneously increase their reading ability. (MBR).

****

AN EJ323846.
AU Dougherty, Susan B.; And Others.
TI The Use of Peer Monitors to Reduce Negative Interaction during Recess.
SO Journal of Applied Behavior Analysis; v18 n2 p141-53 Sum 1985. 85.
LG EN..
IS CIJJAN86.
CH EC180696.
PT 080; 143.
YR 85.
MJ Behavior-Change. Interaction. Mild-Mental-Retardation. Peer-Relationship.
MN Elementary-Education.
AB The negative interactions of a nine-year-old mildly retarded child were reduced in three daily recess periods, with the use of a point system. Results show that a point system, originally designed for adult monitoring, can be adapted without loss of program effectiveness for peer monitoring and that peer monitors may benefit significantly. (Author/CL).

****

AN EJ319417.
AU Graybeal, Sheila S.; Stodolsky, Susan S.
TI Peer Work Groups in Elementary Schools.
SO American Journal of Education; v93 n3 p409-28 May 1985. 85.
LG EN..
IS CIJSEP85.
CH UD511614.
PT 080; 143.

AV UMI.
YR 85.
MJ Grade-5. Group-Activities. Grouping-Instructional-Purposes.
Mathematics-Instruction. Peer-Groups. Social-Studies.
MN Cognitive-Processes. Elementary-Education. Rewards.
Student-Behavior. Student-Participation.
ID IDENTIFIERS: Cooperative Learning.
AB Social studies peer work groups (PWGs) in fifth grade classrooms were more frequent than math PWGs and involved a broader variety of student behaviors and cognitive levels. The majority of social studies groups were cooperative in both task and reward structures. For both subjects, student involvement was highest in cooperatively task-structured groups. (RDN).

****

AN EJ319329.
AU Schunk, Dale H.; Hanson, Antoinette R.
TI Peer Models: Influence on Children's Self-Efficacy and Achievement.
SO Journal of Educational Psychology; v77 n3 p313-22 Jun 1985. 85.
LG EN.
IS CIJSEP85.
CH TM510603.
PT 080; 143.
AV UMI.
NT Research was supported by a grant from The Spencer Foundation.
YR 85.
MJ Learning-Strategies. Peer-Influence. Role-Models.
Self-Evaluation-Individuals.
MN Elementary-Education. Mathematics-Achievement. Persistence.
Pretests-Posttests. Subtraction.
ID IDENTIFIERS: Coping Model. Mastery Model.
AB The influence on children's self-efficacy and achievement through observation of peer models learning cognitive skills was investigated. The effects of modeled mastery and coping behaviors were explored. Observing a peer model led to higher self-efficacy for learning, posttest self-efficacy, and achievement. (Author/DWH).

****

AN EJ319277.
AU Allendorff, Sibylle; And Others.
TI Student Heart Health Knowledge, Smoking Attitudes, and Self-Esteem.
SO Journal of School Health; v55 n5 p196-99 May 1985. 85.
LG EN.
IS CIJSEP85.
CH SP514952.
PT 080; 143.
AV UMI.
YR 85.
MJ Attitude-Change. Peer-Influence. Self-Esteem. Smoking.
Student-Attitudes.
MN Cardiovascular-System. Elementary-Education. Grade-6.
Health-Education. Knowledge-Level. Teacher-Influence.
ID IDENTIFIERS: Chicago Heart Health Curriculum Program.
AB The Chicago Heart Health Curriculum Program (CHHCP) is a cardiovascular disease risk reduction program designed for students

and families. Results of a study of CHHCP suggest that future programs conveying heart health knowledge should consider student learning in the context of self-esteem, independence of peers, and teacher humanism. (Author/MT).

AN EJ317322.
AU Prawat, Richard S.; Nickerson, Jacquelyn R.
TI The Relationship between Teacher Thought and Action and Student Affective Outcomes.
SO Elementary School Journal; v85 n4 p529-40 Mar 1985. 85.
LG EN..
IS CIJAUG85.
CH PS513471.
PT 080; 143.
AV UMI.
YR 85.
MJ Academic-Achievement. Classroom-Environment. Prosocial-Behavior. Teacher-Attitudes. Teacher-Effectiveness.
MN Educational-Objectives. Elementary-Education. Group-Dynamics. Interviews. Peer-Relationship. Questionnaires. Racial-Bias. Rating-Scales. Sex-Bias. Sociometric-Techniques.
AB Results did not support the hypothesis that elementary school teachers who place high priority on affective outcomes were most effective in promoting positive affect in their classrooms. Ten teachers were interviewed and rated on their effectiveness in the classroom. Their students completed a questionnaire on classroom environment and a sociometric measure which indicated gender/race bias. (CB).

AN EJ316808.
AU Safran, Joan S.; Safran, Stephen P.
TI A Developmental View of Children's Behavioral Tolerance.
SO Behavioral Disorders; v10 n2 p87-94 Feb 1985. 85.
LG EN..
IS CIJAUG85.
CH EC172150.
PT 080; 143.
AV UMI.
YR 85.
MJ Age-Differences. Behavior-Disorders. Peer-Acceptance. Student-Attitudes.
MN Elementary-Education.
AB Analysis of scores of 469 third to sixth graders on the Children's Tolerance Scale yielded significant grade level differences with older children generally the most tolerant. The more outer-directed behaviors were rated as most disturbing. (CL).

AN EJ315378.
AU Ward, Gillis B.
TI Bale's Talking Hands.
SO Perspectives for Teachers of the Hearing Impaired; v3 n3 p17-18

Jan-Feb 1985. 85.
LG EN..
IS CIJJUL85.
CH EC171970.
PT 080; 141.
YR 85.
MJ Hearing-Impairments. Mainstreaming. Peer-Relationship. Sign-Language.
MN Class-Activities. Elementary-Education. Singing.
ID TARGET AUDIENCE: Teachers. Practitioners.
AB A signing-singing group was organized to help hearing students form friendships with their mainstreamed hearing impaired peers. (CL).

* * *

AN EJ314268.
AU French, Doran C.; Waas, Gregory A.
TI Behavior Problems of Peer-Neglected and Peer-Rejected Elementary-Age Children: Parent and Teacher Perspectives.
SO Child Development; v56 n1 p246-52 Feb 1985. 85.
LG EN..
IS CIJJUN85.
CH PS513265.
PT 080; 143.
AV UMI.
YR 85.
MJ Behavior-Problems. Behavior-Rating-Scales. Children. Peer-Acceptance. Peer-Influence. Peer-Relationship.
MN Elementary-Education. Parents. Peer-Groups. Personality-Assessment. Personality-Measures. Sociometric-Techniques. Teachers.
AB Obtains standardized parent and teacher behavior ratings of neglected and rejected 8- to 11-year-old boys and girls. No age or sex differences were found. Rejected children were found to exhibit more behavior problems on both scales than neglected, popular, or average children. (Author/AS).

* * *

AN EJ314265.
AU Harkness, Sara; Super, Charles M.
TI The Cultural Context of Gender Segregation in Children's Peer Groups.

SO Child Development; v56 n1 p219-24 Feb 1985. 85.
LG EN..
IS CIJJUN85.
CH PS513262.
PT 080; 143.
AV UMI.
YR 85.
MJ Developmental-Stages. Peer-Groups. Peer-Relationship. Rural-Areas. Sex-Differences. Young-Children.
MN Cultural-Influences. Environmental-Influences. Expectation. Family-Influence. Observation. Parents. Primary-Education.
ID IDENTIFIERS: Kenya.
AB Reveals no gender segregation in peer groups until age six, through observations of 152 rural Kenyan children, 18 months to nine years of

age. Developmental trends in gender segregation of children's peers are correlated with systematic changes in their environments. (Author/AS).

****

AN EJ313072.
AU Warring, Douglas; And Others.
TI Impact of Different Types of Cooperative Learning on Cross-Ethnic and Cross-Sex Relationships.
SO Journal of Educational Psychology; v77 n1 p53-59 Feb 1985. 85.
LG EN..
IS CIJMAY85.
CH TM510362.
PT 080; 143.
AV UMI.
NT Article based on Ph. D. dissertation by Waring for the University of Minnesota. Research supported in part by the National Science Foundation Grant BNS-8211171 and a Spencer Foundation Fellowship awarded to Geoffrey Maruyama.
YR 85.
MJ Heterogeneous-Grouping. Intergroup-Relations. Learning-Strategies. Peer-Relationship. Racial-Relations.
MN Ethnic-Relations. Females. Intermediate-Grades. Males.
ID IDENTIFIERS: Activity Report Scale. Cooperative Learning.
AB These studies with sixth and fourth graders compared effects of different learning conditions on student relationships. Results indicated that intergroup cooperation promoted more positive cross-sex and cross-ethnic relationships than did intergroup competition. Relationships formed within cooperative learning situations did generalize into unstructured class, school, and home activities. (Author/BS).

****

AN EJ313070.
AU Rohrkemper, Mary.
TI Individual Differences in Students' Perceptions of Routine Classroom Events.
SO Journal of Educational Psychology; v77 n1 p29-44 Feb 1985. 85.
LG EN..
IS CIJMAY85.
CH TM510360.
PT 080; 143.
AV UMI.
NT Work completed during internship at the Institute for Research on Teaching, Michigan State University, which is funded primarily by the Program for Teaching and Instruction, National Institute of Education (Contract No. 400-81-0014).
YR 85.
MJ Individual-Differences. Locus-of-Control. Social-Cognition. Student-Attitudes. Teacher-Student-Relationship.
MN Adjustment-to-Environment. Affective-Measures. Age-Differences. Attribution-Theory. Elementary-Education. Hyperactivity. Sex-Differences. Student-Behavior.
ID IDENTIFIERS: Problem Ownership. Teacher Expectations.
AB Elementary school students (N=144) differing in classroom adjustment

were presented with three written vignettes portraying inappropriate student behavior. Students' predictions of their teacher's motivation and responses to the vignette characters, as well as their own response and understanding, were analyzed for differences by grade, sex, and classroom adjustment. (Author/BS).

****

AN EJ312986.
AU Gunsolley, Bob.
TI Make New Friends and Keep the Old.
SO Instructor; v94 n6 p78-79 Feb 1985. 85.
LG EN..
IS CIJMAY85.
CH SP514624.
PT 080; 120.
AV UMI.
YR 85.
MJ Friendship. Learning-Activities. Peer-Relationship. Social-Development. Teaching-Methods.
MN Elementary-Education.
ID TARGET AUDIENCE: Teachers. Practitioners.
AB Children learn more about themselves when they explore the special joys and responsibilities of friendship. Activities that encourage students to think about what it is to be or to have a friend are suggested. (DF).

****

AN EJ312626.
AU Talton, E. Lynn; Simpson, Ronald D.
TI Relationships between Peer and Individual Attitudes toward Science among Adolescent Students.
SO Science Education; v69 n1 p19-24 Jan 1985. 85.
LG EN..
IS CIJMAY85.
CH SE536841.
PT 080; 143.
AV UMI.
NT This material is based upon work supported by the National Science Foundation under Grant No. SED 7919784.
YR 85.
MJ Attitude-Change. Elementary-School-Science. Peer-Influence. Peer-Relationship. Secondary-School-Science. Student-Attitudes.
MN Intermediate-Grades. Science-Education. Secondary-Education.
ID IDENTIFIERS: National Science Foundation. Science Education Research. TARGET AUDIENCE: Researchers.
AB Found that the strength of the relationship between peer and individual attitude toward science increases significantly from grades 6-8 (peaking in grade 9) and that the relationship increases during the school year such that, by the end of the year, there are no differences between grades. Implications for science instruction are noted. (JN).

****

AN EJ309887.
AU Long, Roberta; Bulgarella, Laurie.
TI Social Interaction and the Writing Process.
SO Language Arts; v62 n2 p166-72 Feb 1985. 85.
LG EN..
IS CIJAPR85.
CH CS730495.
PT 080; 143.
AV UMI.
NT Thematic Issue: Interaction in the Classroom.
YR 85.
MJ Interaction. Language-Usage. Peer-Relationship. Writing-Processes.
MN Case-Studies. Child-Language. Cooperation. Discourse-Analysis.
Group-Behavior. Primary-Education. Social-Influences.
AB Discusses what a spontaneously formed group of three children thought and did as they composed a story together. The observations focus on the whole writing process. (HTH).

****

AN EJ309885.
AU Piazza, Carolyn L.; Tomlinson, Carl M.
TI A Concert of Writers.
SO Language Arts; v62 n2 p150-58 Feb 1985. 85.
LG EN..
IS CIJAPR85.
CH CS730493.
PT 080; 120; 143.
AV UMI.
NT Thematic Issue: Interaction in the Classroom.
YR 85.
MJ Child-Language. Classroom-Communication. Language-Usage.
Peer-Relationship. Writing-Processes.
MN Classroom-Environment. Early-Childhood-Education.
Educational-Research. Family-Influence. Interaction. Kindergarten.
Writing-Improvement. Writing-Readiness.
AB Illustrates how school writing environments that encourage talk between peers can help children learn about writing and the writing process. Describes recurring patterns of language behavior at a kindergarten writing table and shows how children's natural conversations are often reminiscent of adult-child interaction in the home. (HTH).

****

PART II:

SOCIAL SKILLS AND PEER RELATIONSHIPS IN PRESCHOOL

ERIC Documents

AN ED272282.
AU Pinkett, Kathleen E. L.; Quay, Lorene C.
TI Social Competence in Three Types of Preschool Social Interactors.
LG EN..
GS U.S. Georgia.
IS RIEDEC86.
CH PS015912.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.
LV 1.
NT 15p. ; Paper presented at the Annual Convention of the American Educational Research Association (66th, Chicago, IL, March 31-April 4, 1985).
YR 85.
MJ Interpersonal-Competence. Peer-Relationship. Preschool-Children. Social-Behavior.
MN Adjustment-to-Environment. Blacks. Play. Preschool-Education. Whites.
AB Preschool children with low rates of social interaction have been considered to be maladapted, at risk for future difficulties, and in need of social skills training. To determine the validity of this theory, a total of 112 black and white middle SES preschool children identified as occupied low social interactors (distinguished from unoccupied, withdrawn, socially isolated low interactors) moderate social interactors, and high social interactors were compared on social competence. Participants attended seven preschool classrooms in two racially integrated, private schools. No group differences were found. This finding suggests that preschoolers identified as low interactors occupied with constructive, goal-directed, purposeful, or creative activities are as socially competent as preschoolers with moderate and high rates of social interaction. Questions are raised about the practice of considering all preschool children with low rates of social interaction as maladjusted. Attitudinal and educational implications are discussed. Eighteen references are included. (Author/RH).

****

AN ED270224.
AU Cunningham, Bruce; Andrews, David W.
TI The Relationship of Achievement and Peer Status to Teacher Attitudes toward Young Children.
LG EN..
GS U.S. Oregon..
IS RIEOCT86.
CH PS015858.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143.
LV 1.
NT 18p.
YR 84.
MJ Academic-Achievement. Peer-Relationship. Preschool-Children. Teacher-Attitudes.
MN Preschool-Education. Teacher-Student-Relationship.
ID IDENTIFIERS: Sociometric Status.
AB The relationships between teacher attitudes about children, children's peer relations, and achievement orientation were investigated. A total of 18 preschool children were administered the Peabody Picture Vocabulary Test and a standard sociometric nomination procedure as measures of achievement and peer status, respectively. Fourteen student teachers involved in a practicum experience

responded to an attitude measurement procedure designed to assess attitudes of attachment, rejection, concern, and indifference. Kendall correlation coefficients indicated a significant relationship between teacher attitudes toward children and children's peer relations. Children who were popular in their peer group were nominated as highly attached by their teachers. Inversely, children's peer rejection correlated positively with teacher concern and rejection, while correlating negatively with teacher attachment. Teachers also were attached to high-achieving children and rejected or were concerned about low-achieving children. The implications for student-teacher relationships and educational environments are discussed. Two pages of references conclude the document. (Author/RH).

****

AN ED269172.
AU Howes, Carollee.
TI Peer Preferences in Toddlerhood: Influences of Friendship and Activity Context.
LG EN..
GS U.S. California..
IS RIESEP86.
CH PS015844.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 143.
LV 1.
NT 39p.
YR 85.
MJ Friendship. Peer-Relationship. Play. Socialization. Toddlers.
MN Day-Care-Centers. Early-Childhood-Education. Sex-Differences. Sex-Role. Social-Behavior.
ID IDENTIFIERS: Cross Sex Interaction. Same Sex Peers.
AB Are children's same-sex affiliations due to genetically sex-linked behavioral tendencies or are they a result of power and privilege differentials in the larger society that discourage girls from engaging in cross-sex interaction? Sex cleavages in naturally occurring toddler peer groups were investigated by examining playmate preferences and differential initiations and responses within activity contexts and to friends. Three types of initiations and their responses were examined during the free play of 46 toddler-age children in the three Los Angeles day care centers. The three nonspecific friendly initiations, and agonistic initiations. The findings replicate the results of earlier studies suggesting that toddler-age children prefer same-sex playmates. Boys were more likely to ignore or refuse girls' initiations when the initiations took the form of specific requests to play a game rather than a more general approach. These findings support the hypothesis that sex cleavages within very young peer groups are based on differential socialization experiences of boys and girls rather than on sex-linked behavior tendencies. (Author/DR).

****

AN ED267919.
AU Musun-Baskett, Linda.
TI Agreement between Different Sociometric Strategies with Preschool

Children.
LG EN..
GS U.S. Arkansas..
IS RIEAUG86.
CH PS015719.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.
LV 1.
NT 20p. ; Paper presented at the Biennial Meeting of the Southwestern Society for Research in Human Development (San Antonio, TX, March 6-8, 1986).
YR 86.
MJ Interpersonal-Relationship. Peer-Acceptance. Peer-Evaluation. Social-Behavior. Sociometric-Techniques. Young-Children.
MN Early-Childhood-Education. Peer-Relationship. Photographs.
ID IDENTIFIERS: Popularity. Sociometric Status. TARGET AUDIENCE: Researchers.
AB This study compared different strategies for computing sociometric status to determine the extent to which they agree. It is argued that, if the different strategies lead to significant differences in whether a child is classified as popular or unpopular, then the technique for computing social acceptance would be an important issue in interpreting studies of social skills and in clinical assessment. Only strategies using nomination or rating scale approaches were included because these have been most widely used with young children. Using photographs of their classmates, children ages 4 to 6 completed both a nomination and a rating sociometric task. Several strategies were then employed to compute sociometric rankings. In addition, teachers were asked to predict how children would be ranked by their peers. Children were ranked into either three categories (popular, unpopular, or middle) or four categories (popular, neglected, rejected, or middle) sociometric groups depending on the strategy employed. Kappa coefficients and percentages of agreement were then computed between the groupings yielded by the different strategies. While most of the kappa coefficients indicated agreement greater than chance, most of the actual percentages of agreement were below 50. This indicated that, at least for young children, which sociometric strategy is used may make a difference in how popular a child is judged to be. The report suggests that these findings imply that comparisons between studies using different strategies for computing peer acceptance must proceed with caution. (Author/DST).

AN ED266863.
AU Riley, Mary Tom; And Others.
IN Texas Tech Univ. Lubbock. Inst. for Child and Family Studies. BBB20521.
TI The Male's Role in Early Childhood Education.
LG EN..
GS U.S. Texas.
IS RIEJUL86.
CH PS015659.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143.
LV 1.
NT 16p.

YR 85.
MJ Early-Childhood-Education. Males. Preschool-Children.
Self-Concept. Sex-Role. Teacher-Influence.
MN Family-Influence. Identification-Psychology. Preschool-Teachers.
Role-Models. Teacher-Student-Relationship.
ID IDENTIFIERS: Project Head Start.
AB This study was conducted to test the hypothesis that male influences both at home and at school would promote a positive self-concept in preschool children. More specifically, it was thought that preschoolers with both a father at home and a male teacher at school would have a slightly more positive self-concept than preschoolers with either a father at home or a male preschool teacher. In turn, this second group of preschoolers was hypothesized to have a higher positive self-concept than those preschoolers with neither a father at home nor a male preschool teacher. Subjects of the study were 230 preschool children drawn from Head Start programs in Texas which employed male teachers. Children were assessed through use of the Self-Concept and Motivation Inventory (SCAMIN) which measured overall self-concept in relation to school. Results showed that having a significant male in the home and having a male teacher significantly improved the self-concept of the student; however, this significance extended only to the male students in the study. Because the original hypothesis was only partially supported, it was concluded that the influence of male teachers, in general, does not seem to extend to children on those variables over which the teachers have only an indirect influence (i. e. gender concepts and attitudes toward school and self). (DST).

****

AN ED266858.
AU Ekholm, Bodil; Hedin, Anna.
IN Linkoping Univ. (Sweden). Pedagogiska Inst. BBB24037.
TI Barns upplevelser av daghem. En bildenkat pa 12 daghem. (Children's
Perception on Day Care: A Picture Questionaire.).
LG SS..
GS Sweden..
SN Swedish Delegation for Social Research (Sweden). BBB24038.
IS RIEJUL86.
NO RN: ISBN-91-7372-885-3; LiU-PEK-AR-5.
CH PS015654.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 143; 160.
LV 1.
NT 36p. ; For related documents, see PS 015 648-653.
YR 84.
MJ Affective-Behavior. Childhood-Attitudes. Day-Care-Centers.
Peer-Relationship. Preschool-Children.
Teacher-Student-Relationship.
MN Early-Childhood-Education. Foreign-Countries. Questionnaires.
Visual-Measures.
ID IDENTIFIERS: Sweden.
AB A total of 145 children 4 through 6 years of age attending 12 day care centers in Sweden answered a picture questionnaire consisting of 10 stories about everyday events which might occur in the center. Each child listened individually to the stories and gave his/her answer by choosing one of two or three pictures describing possible

outcomes of the event. The stories concerned peer relations, possibilities for exerting influence on decisions, care situations, general feelings about being at the center, and perception of adult reactions toward disobedience. Findings indicated that 50 percent of the children viewed peer relations as being friendly, 48 percent gave answers suggesting they could exert influence, 67 percent suggested that they perceived the adults as caring, 63 percent depicted an adult as having an angry face in situations of disobedience, and attitudes toward being at the center were ambivalent. Children's answers did not differ significantly from center to center. Some differences were found regarding age. Older children seemed to have a more positive impression of the day care center than did younger children. The picture questionnaire is included. (RH).

****

AN ED265968.
AU Maccoby, Eleanor E.; Jacklin, Carol Nagy.
TI Gender Segregation in Nursery School: Predictors and Outcomes.
LG EN..
GS U.S. California..
IS RIEJUN86.
CH PS015636.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.
LV 1.
NT-21p. ; A shorter version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
YR 85.
MJ Biological-Influences. Parent-Influence. Peer-Relationship. Preschool-Children. Sex-Role.
MN Educational-Practices. Longitudinal-Studies. Predictor-Variables. Preschool-Education. Social-Development.
ID IDENTIFIERS: Childrens Preferences. Gender Identity. Sex Segregation.
AB Sex segregation is a powerful phenomenon in childhood. It occurs universally whenever children have a choice of playmates and is found in sub-human primates too. Adults are not directly responsible for sex segregation. Data do not support the hypothesis that the most ladylike girls and the most rough and active boys first form the segregated play groups that emerge in nursery school. Modest evidence indicates that participation in all-girl play groups serves a positive socializing function for girls. For boys, no such evidence was found. Recent findings contribute to the growing body of evidence that the cultures developed by boys and girls in their segregated groups are distinctive and serve different functions. Altogether, these findings and results of primate studies suggest that females are first to initiate segregation to avoid being dominated by males. These conjectures, however, do not explain why boys avoid playing with girls. It is concluded that gender segregation appears to be relatively intractable; it may be unwise for adults to try to prevent boys and girls from choosing same-sex playmates in unstructured play situations. Adults can play a very large role, though, in setting up structured situations in which cross-sex interactions can occur without placing on children the burden of letting their peers see that they have chosen a cross-sex

partner. (RH).

****

AN ED265934.
AU Ekholm, Bodil; Hedin, Anna.
TI Studies of Day Care Center Climate and Its Effect on Children's Social and Emotional Behavior.
LG EN..
GS Sweden..
IS RIEJUN86.
CH PS015580.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.
LV 1.
NT 15p. ; Paper presented at the Symposium on Care, Rearing, Education (Farohus, Sweden, April 15-17, 1985).
YR 85.
MJ Affective-Behavior. Day-Care-Centers. Educational-Environment. Preschool-Children. Social-Behavior.
MN Child-Caregivers. Classroom-Research. Comparative-Analysis. Early-Childhood-Education. Teacher-Behavior. Teacher-Role.
ID IDENTIFIERS: Sweden.
AB School climates at 12 day care centers in Sweden were compared to investigate effects of center climates on children's social and emotional behavior. Observations and interviews conducted at the day care centers revealed differences in center climates related to child-rearing patterns, patterns of interaction, the distribution of power, and in children's social behavior. At centers in which caregivers exhibited "present-focused" working methods, children were frequently involved in free play, planned activities did not always take place as planned, adults were rather passive in their relationship to children, and children were seen often wandering around aimlessly. Children attending such centers also played less with each other and teased and rejected each other more than at "future-focused" centers. At centers in which caregivers used "future-focused" working methods, a clear daily plan and many planned activities were exhibited. Adults activated children who had nothing to do and required children to take responsibility for many situations. Consequently, children felt they were needed. Children played together more at these centers than they did at "present-focused" centers. (Examples of free play and planned activities at "present-focused" and "future-focused" centers are included.) (RH).

****

AN ED264962.
AU Perlmutter, Marion; And Others.
TI Social Influence on Preschool Children's Computer Activity.
LG EN..
GS U.S. Michigan.
SN National Inst. of Education (ED), Washington, DC. EDN00001.
IS RIEMAY86.
NO GN: NIE-G-3-0032.
CH PS015556.
PR EDRS Price - MF01/PC03 Plus Postage.

PT 143; 150.

LV 1.

NT 54p. ; Paper presented at the Annual Convention of the American Psycological Association (Los Angeles, CA, August 23-27, 1985).

YR 85.

MJ Computers. Learning-Activities. Peer-Influence. Preschool-Children. Social-Influences.

MN Affective-Behavior. Cognitive-Processes. Early-Childhood-Education. Educational-Benefits. Problem-Solving. Retention-Psychology.

ID IDENTIFIERS: Social Interaction.

AB Thirty four-year-olds and 30 five-year-olds participated in a study of social influences on computer activity. During a first session children were individually pretested for general cognitive level and alphabet and number skills; during a second session they were given individual training on the computer; during third and fourth sessions half of the childen were observed while working alone at a computer and half were observed while working with a peer at a computer; and during a fifth session each child was individually tested for retention and feelings about the computer experience. In general, behavior of paired children was more engaged and more effective than that of nonpaired children, but was not more efficient. In addition, children who worked with a peer were observed showing more positive affect, rated their affect higher, and retained more about the experience than children who worked alone. Research conclusions also suggested that the advantages of peer interaction increased over the preschool years and that dyadic computer activity is educationally feasible and useful for young children. The results were discussed in terms of a four level-framework of social influence which hypothesized that subjects' skill level relative to task difficulty determines the nature of social influence. (DST).

****

AN ED264953.

AU Rosengren, Karl S.; And Others.

TI An Observational Study of Preschool Children's Computing Activity.

LG EN..

GS U.S. Minnesota..

IS RIEMAY86.

CH PS015536.

PR EDRS Price - MF01/PC02 Plus Postage.

PT 143; 150.

LV 1.

NT 28p. ; A version of this paper was presented at "Perspectives on the Young Child and the Computer" (Austin, TX, September 28, 1985).

YR 85.

MJ Computer-Literacy. Peer-Relationship. Preschool-Children. Student-Behavior. Teacher-Student-Relationship.

MN Academic-Ability. Age-Differences. Computer-Software. Day-Care-Centers. Educational-Technology. Preschool-Education. Sex-Differences.

AB An observational study was conducted to investigate the computer activity of children in a preschool classroom. Thirty-nine 3- to 5-year-old children were observed using a computer over nine weeks during a daily one-hour free play period. Different types of computer programs were available. During one half of the sessions, an adult knowledgeable about computers was available to the children for aid and support; during the remaining sessions, the teacher was not available. The children's physical and verbal behavior while using the computer was observed and recorded. Overall, the children enjoyed using the computer and preferred to use it with the teacher or a peer rather than alone. Additionally, children's activity at the computer was not significantly altered by the presence of the teacher. The observations indicated that preschool children can work effectively and cooperatively at a computer with minimal teacher supervision and that the computer does not appear to attract children to the detriment of other areas of social and cognitive development. Relatively few age or sex differences were reported. In terms of ability, more expert children were found to work at the computer more often than less expert children and also to work more efficiently. The less expert children tended to work for longer periods of time than the experts. The more expert children also used a greater variety of programs. (Author/BB) (Author/BB).

****

AN ED264585.
AU Schrader, Carol Taylor.
TI The Nature and Function of Prekindergarten Children's Oral Language As It Accompanies Their Writing Process.
LG EN..
GS U.S. Missouri.
IS RIEMAY86.
CH CS209497.
PR EDRS Price - MF01/PC03 Plus Postage.
PT 143; 150.
LV 1.
NT 60p. ; Paper presented at the Annual Conference of the Missouri State Council of the International Reading Association (19th, Columbia, MO, April 11-12, 1986).
YR 86.
MJ Oral-Language. Peer-Relationship. Teacher-Student-Relationship. Writing-Processes. Writing-Research. Written-Language.
MN Classroom-Communication. Classroom-Observation-Techniques. Interpersonal-Communication. Language-Acquisition. Preschool-Children.
AB Recognizing that oral language plays a critical role in facilitating a child's written language learning, a study examined the nature and function of oral language between child and teacher and child and peer as it accompanied the writing processes and written production of young children. Participants in the study were 36 prekindergarten children from one early childhood education center. Data were collected by videotaping teacher-child dyads as well as children and teachers working in small groups during writing events. Two videotapings of five four-year-old children were also made during a planned, written language activity. The findings revealed that the children's oral language seemed to fulfill an organizational function, directing their activities as they worked. Sounding to probe for sound-symbol relations, letter naming, discussion of ability to write and the need for help, self-directing statements, discussion of letter formation, discussion of placement, and discussion of title and authorship all appeared to be functions of oral language that assisted the children in obtaining needed

information from others and themselves that would enable them to proceed with the writing process. (HOD).

****

AN ED262921.
AU Burk, Jill Bridget; Lawton, Joseph T.
TI Effects of Advance Organizer Instruction on Preschool Children's Social Problem-Solving Skills.
LG EN..
GS U.S. Wisconsin..
IS RIEMAR86.
CH PS015473.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.
LV 1.
NT 22p. ; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
YR 85.
MJ Advance-Organizers. Preschool-Children. Problem-Solving. Prosocial-Behavior. Training.
MN Classroom-Observation-Techniques. Classroom-Research. Preschool-Education. Pretests-Posttests.
ID IDENTIFIERS: Ausubel (David P).
AB The extent to which advance organizer instruction about social behavior could affect preschool children's social problem-solving abilities was investigated. The study followed a pretest, training, posttest, and delayed posttest format and included periods of observation of children's spontaneous social behaviors before, immediately following, and five weeks after instruction. An experimental group was formed of 20 preschoolers in a university's preschool lab, and a comparison group was formed of 20 children attending a community day care facility. Observers recorded the occurrence, sequence, and duration of single and simultaneous social interactions and vocalizations during free-play and snack-time situations at both schools. Target behaviors included cooperating, helping, sharing, taking turns, verbally resolving conflicts, and showing awareness of the feelings of others. Findings indicated that preschool children receiving advance organizer instruction on social problem solving strategies showed increased understanding of social problem solving processes and maintained improved understanding over time compared to the control group. The only behavior that seemed to be affected by advance organizer instruction was that of showing awareness of the feelings of others. The frequencies or durations of most spontaneous prosocial interactions in preschool classrooms seems not to have been directly affected by advance organizer instruction. (RH).

****

AN ED262888.
AU Fish, Debra, Ed.
IN Resources for Child Caring, Inc. St. Paul, MN. BBB23813.
TI Home Based Training Resource Handbook. Revised Edition.
LG EN..
GS U.S. Minnesota..

SN Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education; Minnesota State Dept. of Public Welfare, St. Paul. BBB04788; NSD52685.
IS RIEMAR86.
NO RN: ISBN-0-934140-13-8.
CH PS015393.
PR EDRS Price - MF01/PC15 Plus Postage.
PT 055.
LV 1.
NT 352p. ; Also sponsored by the Saint Paul Area Vocational Technical Institute.
YR 84.
MJ Child-Caregivers. Educational-Environment. Family-Day-Care. Home-Programs. Self-Esteem. Training.
MN Check-Lists. Child-Development. Classroom-Techniques. Developmental-Stages. Discipline. Foster-Family. Health. Infants. Participant-Observation. Preschool-Children. Safety. Teacher-Responsibility. Toddlers. Toys.
ID IDENTIFIERS: Caregiver Role. TARGET AUDIENCE: Teachers. Practitioners.
AB Intended for use by professionals and trained para-professionals in the training of family day care providers, in-home caregivers, and, to some extent, foster parents, this handbook contains information and materials necessary to establish a training plan and offers nine training units plus a supplemental unit about toys. Discussed first are re-training activities for caregivers including initial contact; training needs assessment; and the initial interview. Then the training units are presented. Training units one through nine focus on (1) common concerns and problems experienced by newly licensed or beginning family day care providers; (2) observation of an individual child; (3) growth and development of infants and toddlers; (4) ages and stages of child development; (5) the home as a place for learning; (6) guiding behavior of young children; (7) self-esteem in young children; (8) health and safety; and (9) developing a positive relationship between parents and caregiver. The unit on toys provides information about selecting and using toys, and toy safety. Each unit includes information and suggestions for the trainer as well as a bibliography of selected books, filmstrips, pamphlets, and other resource materials. (RH).

* * *

AN ED262876.
AU Fitzgerald, Nicholas B.
TI Competencies and Contexts of Friendship Development in a Reverse Mainstreamed Preschool.
LG EN..
GS U.S. Indiana.
IS RIEMAR86.
CH PS015377.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 143; 150.
LV 1.
NT 30p. ; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
YR 85.

MJ Competence. Friendship. Mainstreaming. Mental-Retardation. Preschool-Children. Social-Development.
MN Classroom-Observation-Techniques. Classroom-Research. Curriculum-Development. Educational-Practices. Interpersonal-Competence. Intervention. Preschool-Education. Relationship. Social-Behavior. Special-Education.
ID IDENTIFIERS: Context Effect. Normal Children. Reverse Mainstreaming. Scripts (Knowledge Structures). Social Interaction. TARGET AUDIENCE: Researchers.
AB An observational study of classroom behavior was made to identify competencies and contexts of social interaction influencing the development of friendship among preschool children attending an integrated special education classroom. Subjects were six boys and four girls whose ages ranged from 3 to 6 years. Two of the children, a 4-year-old girl and a 5-year-old boy, were enrolled as normal peer models. The eight developmentally delayed children differed in the severity of their mental handicap. Data suggest that friendship between handicapped and nonhandicapped preschool children was an activity-related phenomenon in which the quality of children's relationships was more important than the quantity of interaction. Skills for maintaining social interaction were central to the success of the handicapped children's involvement in cooperative play activities and their subsequent social acceptance by normal peers. Findings also suggest that social relations between normal and handicapped children that originate from a positive base of parallel or adult-directed play are more likely to be sustained and may result in more complex interactions, than if cross-group friendships are initially tested through cooperative activity involvements. Implications for practice are extensively discussed. (RH).

****

AN ED262870.
AU Lederberg, Amy R.; And Others.
TI Stable and Unstable Friendships: An Observational Study of Hearing and Deaf Preschoolers.
LG EN.
GS U.S. Texas.
SN Texas Univ. Dallas. BBB06836.
IS RIEMAR86.
CH PS015366.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 143; 150.
LV 1.
NT 36p. ; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
YR 85.
MJ Deafness. Friendship. Play. Preschool-Children. Social-Development.
MN Behavior. Peer-Acceptance. Peer-Relationship.
ID IDENTIFIERS: Normal Children. Stability (Social Relationships).
AB In this study, 33 hearing and 29 deaf preschoolers were observed during outdoor free play at their respective schools over a seven-month period in an effort to determine if their friendships were unstable and transitory. Four issues were addressed: (1) the possibility that maintained and non-maintained friends serve

different functions (this was examined by describing qualitative and quantitative differences in the play of these two types of friends); (2) the effects of the age, sex, and ethnic composition on the incidence of maintained and non-maintained friends; (3) the stability of friendship groups of social cliques which have been found in preschool classrooms; and (4) the length of time that maintained friendships were continued over a seven-month period. Contrary to past research, the results of this study suggest that maintained friends are at least as important as non-maintained friends during the preschool years. In general, the pattern of results was similar among the hearing and deaf children. The possible differential functions of maintained and non-maintained friends for preschool social development are discussed. (DST).

****

AN ED261770.
AU Honig, Alice Sterling.
TI Understanding Children's Behavior in Groups.
LG EN..
GS U.S. New York.
IS RIEFEB86.
CH PS015222.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 150; 052; 070.
LV 1.
NT 43p. ; Paper presented at the Early Childhood Education Conference (Duluth, MN, September 29, 1984).
YR 84.
MJ Day-Care. Interpersonal-Competence. Teacher-Role. Teacher-Student-Relationship. Teaching-Methods. Young-Children.
MN Attachment-Behavior. Child-Caregivers. Cognitive-Ability. Early-Childhood-Education. Language-Acquisition. Literature-Reviews. Outcomes-of-Education. Parent-Child-Relationship. Preschool-Teachers. Prosocial-Behavior. Punishment. Self-Concept. Social-Reinforcement.
ID IDENTIFIERS: Behavior Descriptions. TARGET AUDIENCE: Teachers. Practitioners.
AB This paper emphasizes the need for early childhood teachers to value themselves more highly in order to better their work with young children. The goal of working with children must be to build their self-esteem so they like themselves as human beings. The document (1) reviews research findings that will help teachers make insightful caregiving decisions, (2) describes early learning in group care, and (3) suggests numerous positive discipline techniques. The review of research describes findings concerning attachment, attachment and competence, control and competence, sex differences in early childhood education, factors influencing language development, the relationship between physical punishment and child competence, television and prosocial development, child abuse and the early childhood classroom, and the effects of day care on child development. The discussion of early learning in group care describes the development of object permanence, the understanding of means-ends and causal relationships, classification ability, seriation, and aspects of language development such as functions of early speech productions. Interspersed in the text are suggestions of ways teachers can most appropriately influence young children's

development. The discussion of discipline techniques briefly reviews a few books written on the topic and suggests many positive ways of influencing children's behavior. (RH).

****

AN ED260842.
AU Tschantz, Linda LeBlanc.
TI Preschool Play Behaviors and Sociometric Status.
LG EN..
GS U.S. Massachusetts.
IS RIEJAN86.
CH PS015312.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 143; 150.
LV 1.
NT 26p. ; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
YR 85.
MJ Educational-Environment. Peer-Relationship. Play. Preschool-Children. Rejection-Psychology.
MN Classroom-Observation-Techniques. Preschool-Education. Research-Methodology. Research-Problems.
ID IDENTIFIERS: Coding. Popularity. Sociometric Status. TARGET AUDIENCE: Researchers.
AB A study was made of the relationship between children's play behaviors and sociometric status, with particular attention to the influence of play materials on behavior. Subjects were 95 children, ranging in age from 44 to 60 months, attending 10 preschool classrooms. Sixty observations were made of each child's play behaviors. Sociometric measures administered were positive nomination, negative nomination, and a play rating scale. All play materials and activities permitted by the classroom teacher during free play time were recorded and rated according to complexity and variety. Results indicated that a low but significant relationship existed between group-dramatic play and positive peer nominations. Complexity of materials was significantly negatively related to unoccupied behavior and solitary-functional play. Complexity was significantly positively related to all forms of constructive and group play. Variety of materials was significantly negatively correlated with unoccupied behavior and significantly positively related to group-constructive play. The number and type of children identified in each status group was found to be dependent upon the sociometric measure or combination of measures employed. Children who were disliked engaged in significantly less social play than popular children. No controversial group was identified, suggesting research problems. (RH).

****

AN ED259482.
AU Osman, Betty.
TI Social Competence in Educationally At-Risk Preschool Children.
LG EN..
GS U.S. New York.
IS RIEDEC85.

CH EC180218.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 150; 143.
LV 1.
NT 8p. ; Paper presented at the International Conference of the Association for Children and Adults with Learning Disabilities (22nd, San Francisco, CA, February 20-23, 1985).
YR 85.
MJ High-Risk-Persons. Interpersonal-Competence. Peer-Acceptance.
MN Peer-Relationship. Preschool-Education.
AB The social competence of 68 preschool children, including special education, at-risk, and control Ss, was examined to determine whether at-risk Ss would differ from comparison children in social skills and acceptance by peers. Teacher ratings of social skills were reported on the California Preschool Social Competency Scale while peer and self-ratings of social acceptance were measured on an adapted picture sociometric technique. Results revealed that teachers' ratings of social skills were significantly different across groups. Ss at risk in the mainstream were judged significantly more competent socially than Ss in special education, but significantly less capable than control Ss. Peers viewed children in much the same way as teachers, and self-ratings of preschoolers were not significantly correlated with either social skills or social acceptance by the peer group. Findings supported the need for early recognition of social problems and subsequent training prior to elementary school. Intervention strategies are briefly reviewed. (CL).

AN ED259053.
AU Clark, M. L.
TI Gender, Race, and Friendship Research.
LG EN..
GS U.S. North Carolina..
IS RIENOV85.
CH UD024323.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 070; 143; 150.
LV 1.
NT 38p. ; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1985).
YR 85.
MJ Adolescents. Children. Friendship. Racial-Differences. Sex-Differences.
MN Affiliation-Need. Elementary-Secondary-Education. Peer-Acceptance. Peer-Relationship. Preschool-Education. Sex-Role. Student-Attitudes.
ID IDENTIFIERS: Cross Race Interaction. Cross Sex Friendship. Same Sex Peers.
AB Studies that included either gender or race in assessing the nature of friendships for children and adolescents were reviewed. Findings indicate that a sex and race cleavage in friendships is evident from the preschool years and persists throughout adolescence. Girls have more reciprocated and intimate friendships than boys, especially during adolescence. Female friendships are oriented toward issues of loyalty and commitment whereas male friendships are dominated by achievement and status issues. Black and White children make more

cross-race friendship choices in classrooms where they are in the minority; more same-race choices are made in racially balanced classrooms. Cross-race acceptance is more positive now than in the past, and Black and White students with similar backgrounds are more likely to get along than those who differ. Cooperative-learning teams can increase cross-race friendships in school settings. The contributions of women and minorities to the friendship literature have had a differential effect on its direction, with the former concerning themselves with both sex and race and the latter concentrating more on intergroup relations then close relationships. (Author/KH).

****

AN ED258693.
IN New Brunswick Dept. of Education, Fredericton (Canada). BBB18923.
TI Young Children Learning: A Teacher's Guide to Kindergarten.
LG EN..
GS Canada. New Brunswick..
IS RIENOV85.
NO RN: ISBN-0-88839-646-X.
CH PS015083.
GV Foreign.
PR EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PT 052.
LV 2.
NT 136p.
YR 85.
MJ Cognitive-Development. Emotional-Development. Integrated-Curriculum. Kindergarten. Physical-Development. Social-Development.
MN Classroom-Observation-Techniques. Curriculum-Guides. Early-Childhood-Education. Educational-Objectives. Foreign-Countries. Guidelines. Instructional-Materials. Resource-Materials. Scheduling. Self-Care-Skills.
ID IDENTIFIERS: New Brunswick. TARGET AUDIENCE: Teachers. Practitioners.
AB The first part of this guide describes how kindergarten children learn and develop and how teachers can enhance children's intellectual, physical, and social development in the context of their activity in a prepared, play-based environment. Topics addressed include physical development, sensory awareness, motor skills, creative movement, skilled actions with others, self-care, social-emotional development, self and others, rules and routines, intellectual development, cognitive processes and abilities, basic concepts and logical thinking, reading and writing, and investigation. The second part describes how to create the special environment, how to organize space, make a schedule, observe, plan activities and trips, use materials, and evaluate the program. Attention is given to organizing space in the classroom; freedom to move in the classroom; playgrounds and gyms; and materials such as water, sand, clay, playdough, painting equipment, fingerpaint, collage, blocks, and wood. The third part provides a few basic resources for setting up the classroom; these include floor plans and lists of equipment, books, records, and activities. (RH).

****

AN ED258072.
AU Kelty, Ellen.
TI Self-Perceptions of Competence and Acceptance in Child Observers of Wife Battering.
LG EN..
GS U.S. Colorado..
IS RIENOV85.
CH CG018274.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.
LV 1.
NT 23p. ; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Tucson, AZ, April 24-27, 1985).
YR 85.
MJ Battered-Women. Cognitive-Ability. Interpersonal-Competence. Observation. Preschool-Children. Self-Concept.
MN Parent-Child-Relationship. Peer-Acceptance.
ID TARGET AUDIENCE: Researchers.
AB Many clinical observations of child witnesses of violence have been made, yet there has been little systematic research on the relationship between observing violence and perceived self-competence. Possible correlates of observing wife battering in the self-perceptions of young children were examined by administering the Pictorial Scale of Perceived Competence and Acceptance for Young Children to 4 and 5 year olds. Subjects were 16 children from Denver area Safehouses for battered women who had observed battering, and 16 children from a Denver area day care center who had not observed battering. Families from the two groups were comparable in income and parental marital status. The results indicated that the Safehouse children scored lower than the day care center children on the scales measuring social competence, cognitive competence, and paternal acceptance. The differences between the two groups on scales measuring maternal acceptance and physical competence did not achieve significance. A significant difference was also found in a combined score of all five scales, and in the combined score of cognitive, social, and physical competence and maternal acceptance. These data suggest that the Safehouse children felt less accepted by their peers and their fathers than did the day care center children, and felt less competent in cognitive skills. (NRB).

AN ED257555.
AU Paris, Cynthia L.; Morris, Sandra K.
TI The Computer in the Early Childhood Classroom: Peer Helping and Peer Teaching.
LG EN..
GS U.S. New Jersey..
IS RIEOCT85.
CH PS015133.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.
LV 1.
NT 21p. ; Paper presented at the Microworld for Young Children Conference (College Park, MD, March 8-9, 1985).
YR 85.
MJ Microcomputers. Peer-Relationship. Peer-Teaching.

Preschool-Children. Teacher-Effectiveness. Young-Children.
MN Early-Childhood-Education.
ID IDENTIFIERS: Helping Behavior.
AB The purpose of this study was to determine the conditions under which children at computers help or teach each other and to identify ways teachers might efficiently prepare and supervise a computer area. A total of 36 observations were collected of 4- through 7-year-old children and their teachers in three early childhood programs. One hundred and thirty-six teaching and learning events were isolated and labeled either "successful" or "unsuccessful". These events were then reviewed and elements associated with successful and unsuccessful teaching and learning were identified. Results indicate (1) children can be effective teachers and helpers; (2) children can use both verbal instruction and demonstration as successful teaching techniques; (3) children were most likely to accept help when they asked for it and reject unsolicited help; (4) unproductive uses of teacher time were quizzing or offering help before students request it; and (5) effective uses of teacher time at the computer were prompting children to teach-help and respond to requests for specific help. (RH).

****

AN ED256514.
AU Krawczyk, Rosemary.
TI What Toddlers Talk about When They Talk about Friends.
LG EN..
GS U.S. Minnesota.
IS RIESEP85.
CH PS015130.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.
LV 1.
NT 16p. ; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
YR 85.
MJ Friendship. Interpersonal-Relationship. Peer-Relationship. Personality-Traits. Toddlers.
MN Individual-Characteristics. Interviews. Mothers. Observation. Preschool-Children. Preschool-Education.
ID IDENTIFIERS: Conversation.
AB To determine the extent to which toddlers are aware of their friends' qualities, mothers of two groups of toddler preschoolers were interviewed about which of her child's classmates is talked about at home and what her child typically says about his or her peers. The children had been observed for several months prior to the interviews to identify reciprocal patterns of interaction. A total of 8 girls and 9 boys with a mean age of 35 months and their mothers participated in study 1. In study 2, children had a mean age of 28.5 months and six of the total of 16 were girls. Mothers' reports indicated that nearly all of the children in both studies talked regularly about their preschool peers. When, in study 1, sample verbalizations were rated and compared, children in reciprocal relationships were found to differ from those without reciprocal partners in the mode used to describe peers. This difference did not emerge in study 2. Mothers of children in the first study were able

to correctly identify their children's preschool friends. Mothers in study 2 were not. Findings indicate that the study of toddler friendships can involve dimensions beyond the identification of interaction patterns, if approached in a way that takes into account the capabilities of children of that age. (RH).

AN ED253320.
AU Atwater, Jane B.; Morris, Edward K.
TI An Analysis of Toddlers' Social Behavior in a Day Care Setting.
LG EN..
GS U.S. Kansas.
IS RIEJUN85.
CH PS014851.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 143; 150.
LV 1.
NT 25p. ; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
YR 84.
MJ Day-Care-Centers. Educational-Equipment. Prosocial-Behavior. Social-Behavior. Toddlers.
MN Classroom-Observation-Techniques. Dramatic-Play. Early-Childhood-Education. Peer-Relationship. Teacher-Student-Relationship. Toys. Verbal-Communication.
ID IDENTIFIERS: Context Effect. Sequential Contiguity. Social Interaction.
AB This study was designed to provide a detailed description of toddlers' social interactions in day care settings and to identify variables that promote positive encounters among children. Twenty-four toddlers, ranging in age from 17 to 28 months, were each observed for approximately 4 hours during regular center activities. Across all center settings, positive contact among children was more frequent than negative contact. Children exhibited both positive and negative social behavior most often during play with large equipment. Transition between activities also was associated with higher levels of negative contact. During activities with high levels of adult verbal involvement, children had reduced frequencies of vocalization to peers. Sequential analysis of specific social responses showed that peer-directed behavior was less likely to occur after a child had been in social contact with adult caregivers but was more likely to occur after a previous interchange with peers. Children frequently maintained the ongoing quality of an interaction, reciprocating the positive or negative tone of the previous behaviors. Probability of adult social response to a child decreased after that child had exhibited positive peer-directed behavior but increased after negative social behavior. (Author/RH).

AN ED252445.
AU Scott, Kathryn P.
TI Teaching Social Interaction Skills: Perspectives on Cross-Sex Communication.
LG EN..

GS U.S. Florida.
IS RIEMAY85.
CH SO016068.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 120; 070; 150.
LV 1.
NT 22p. ; Paper presented at the Annual Meeting of the National Council for the Social Studies (64th, Washington, DC, November 15-19, 1984).
YR 84.
MJ Communication-Skills. Peer-Relationship. Sex-Role. Student-Development.
MN Educational-Change. Educational-Objectives. Elementary-Secondary-Education. Females. Literature-Reviews. Males. Outcomes-of-Education. Play. Preschool-Education. Sex-Differences. Sex-Stereotypes. Student-Behavior. Teacher-Attitudes. Teacher-Influence.
ID IDENTIFIERS: Cross Sex Interaction. Social Interaction. TARGET AUDIENCE: Teachers. Practitioners.
AB While the literature on the social development of children has increasingly stressed the importance of peer relationships, little research has examined the influence of peers in sex role development. Sex segregation in children's play from preschool through the elementary years remains the norm even though we live in a society that is increasingly sex integrated and that requires social ease between men and women. Unfortunately teachers and parents too easily dismiss the need for both sexes to play together and to get to know each other. Teachers can increase pupils' cross-sex interaction by clearly labelling all play and learning activities as appropriate for both sexes, using mixed-sex small group activities frequently, praising children's positive cross-sex communication, and intervening to reduce cross-sex exclusion, cruelty, or teasing. They can also increase students' understanding about gender and behavior by teaching about sex role stereotypes and sexual and cultural differences in communication patterns. Finally, they can reinforce in all children behaviors usually stereotyped as belonging to one or the other sex, and make certain that all children have leadership roles and the chance to carry out and observe prosocial behaviors. A 34-item reference list is included. (IS).

AN ED248662.
AU Smebye, Helge Kr.
TI Giving the Child the Initiative during Social Interaction. A Model for Early Intervention Programs.
LG EN.
GS Norway.
IS RIEFEB85.
CH EC170441.
PR EDRS Price - MF01/PC01 Plus Postage.
PT 141; 142.
LV 1.
NT 24p.
YR 84.
MJ Communication-Skills. Interaction. Interpersonal-Competence. Multiple-Disabilities. Severe-Disabilities. Social-Behavior.
MN Case-Studies. Classroom-Observation-Techniques. Intervention.

Preschool-Education.
AB The report describes preliminary results of a study investigating the merits of teaching five severely and multiply handicapped preschoolers to take the initiative during social interaction with an adult using signals/actions already in his/her repertoire. Such initiative was theorized as fundamental to the development of communicative, intellectual, and social skills. A step-by-step shaping procedure of child interaction episodes is described, made up of finding the appropriate situation and designing the interaction pattern. Direct observation and caregiver reports on the approach, indicating promising improvements in communicative skills, moods, and outside interaction, are summarized. Case study material illustrates the use of forms developed to systematically describe the social interaction as it develops between the child and another person. (CL).

****

AN ED248013.
AU Muller, Alexandra A.; Perlmutter, Marion.
TI Preschool Children's Problem-Solving Interactions at Computers and Jigsaw Puzzles.
LG EN.
GS U.S. Minnesota.
IS RIEJAN85.
CH PS014482.
PR EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PT 143.
LV 2.
NT 30p. ; Document contains faint, broken print.
YR 84.
MJ Cooperation. Microcomputers. Peer-Relationship. Preschool-Children. Problem-Solving. Puzzles.
MN Age-Differences. Communication-Thought-Transfer. Comparative-Analysis. Preschool-Education.
ID IDENTIFIERS: Context Effect. Sharing Behavior. Social Interaction.
AB In two studies, preschool children's social interactions while working on problem-solving tasks were investigated. In the first study, 27 preschool children were observed over a period of 9 weeks while working on learning games at a computer. Sharing, verbal and nonverbal instruction, and initiation of interaction were recorded. A total of 63 percent of the time at the computer was spent with a peer, and peers often spontaneously shared and instructed each other. Age-related increases in time spent at the computer, as well as in self-initiation of interaction and sharing, were evident. No differences were found in boys' and girls' activities at the computer. In the second study, 18 children were observed over a period of 5 weeks while working with jigsaw puzzles. In this context, children worked with peers just 7 percent of the time and exhibited far fewer instances of cooperative interaction. Generally, results indicated that preschool children can engage in cooperative problem solving and instruction and that various activities differentially stimulate such behavior. Further, in contrast to stereotypes about computers, this research suggested that even children younger than school age can work effectively at computers and that computer technology may actually stimulate social interaction in problem solving. (Author/RH).
****

AN ED243607.
AU Nida, Robert E.; And Others.
IN North Carolina Univ. Greensboro. Family Research Center. BBB17316.
TI Introducing a Microcomputer to a Preschool Classroom: The Effects on
   Children's Social Interaction.
LG EN.
GS U.S. North Carolina.
IS RIESEP84.
CH PS014452.
PR EDRS Price - MF01/PC02 Plus Postage.
PT 143.
LV 1.
NT 35p. ; Product of the Children and Technology Project (CAT).
YR 84.
MJ Antisocial-Behavior. Microcomputers. Preschool-Children.
   Prosocial-Behavior.
MN Classroom-Observation-Techniques. Preschool-Education.
ID IDENTIFIERS: Social Interaction.

AB Two studies investigated the effect of microcomputers on children's social behavior in preschool classrooms. The first study was conducted at a university nursery school; the second took place at a university day care center. Guided by a list of behaviors selected from the Friedrich and Stein Observation Scale, observations were made at both settings during a 1-hour free-play period. Twelve social behaviors were categorized as prosocial, antisocial, or neutral. A microcomputer and age-appropriate software were introduced into each classroom according to the following schedule of treatment weeks: baseline, computer-noninteractive (omitted in the second study), computer-interactive, and computer-interactive/teacher-interactive. Except for level of antisocial behavior, results indicated few differences in social interaction patterns between the microcomputer and other free-play choice areas. Critical factors related to the level of antisocial behaviors within the microcomputer area appeared to be the ratio of children to microcomputers and the amount of structure provided by the teacher. Contrary to the predictions of some, the computer did not diminish children's social interactions. (Author/RH).

****

ERIC · DOCUMENT REPRODUCTION SERVICE **EDRS**

3900 WHEELER AVE ALEXANDRIA VA 22304-5110 1-800-227-3742
OPERATED BY
COMPUTER MICROFILM CORP
703-823-0500

IMPORTANT INSTRUCTIONS TO COMPLETE THIS ORDER FORM

- **Order by 6 digit ED number**
- **Enter unit price**
- **Specify either Microfiche (MF) or Paper Copy (PC)**
- **Include shipping charges**

ED NUMBER	NO. OF PAGES	NO. OF COPIES		UNIT PRICE	EXTENDED UNIT PRICE
		MF	PC		
TOTAL NO. OF PAGES		☒	☒	SUBTOTAL	
				VA RESIDENTS ADD 4.5% SALES TAX	
				SHIPPING CHARGES	
				TOTAL COST	

UNIT PRICE SCHEDULE

MICROFICHE (MF)

NUMBER FICHE EACH ED #	PRICE CODE	Price
1 to 5 (up to 480 pages)	MF01	$.78
Each Additional microfiche (additional 96 pages)		.16

PAPER COPY (PC)

NUMBER PAGES EACH ED #	PRICE CODE	Price
1 to 25	PC01	$1.85
Each additional 25 pages		1.85

CHARTS FOR DETERMINING SHIPPING CHARGES

1st CLASS POSTAGE FOR

1-7 Microfiche ONLY	8-19 Microfiche ONLY	20-30 Microfiche ONLY	31-42 Microfiche ONLY	43-54 Microfiche ONLY	55-67 Microfiche ONLY	68-80 Microfiche ONLY
$0.22	$0.39	$0.56	$0.73	$0.90	$1.07	$1.24

UNITED PARCEL SERVICE CHARGES FOR CONTINENTAL U.S. SHIPMENTS ONLY

1 lb	2 lbs.	3 lbs.	4 lbs.	5 lbs.	6 lbs.	7 lbs.	8 to 10 lbs.
81-160 MF or 1-75 PC PAGES	161-330 MF or 76-150 PC PAGES	331-500 MF or 151-225 PC PAGES	501-670 MF or 226-300 PC PAGES	671-840 MF or 301-375 PC PAGES	841-1010 MF or 376-450 PC PAGES	1011-1180 MF or 451-525 PC PAGES	1181-1690 MF 526-750 PC PAGES
Not to Exceed $1.74	Not to Exceed $2.16	Not to Exceed $2.57	Not to Exceed $2.99	Not to Exceed $3.40	Not to Exceed $3.82	Not to Exceed $4.24	Not to Exceed $4.65-$5.48

NOTE—Orders for 81 or more microfiche and all orders for paper copies (PC) will be shipped via United Parcel Service unless otherwise instructed.

PAYMENTS: You may pay by

1. Enclosing CHECK or MONEY ORDER with your order. Foreign customer checks must be drawn on a U.S. bank.
2. Charge to a MASTERCARD or VISA account. Enter acccount number, card expiration date and signature. (EDRS also accepts telephone orders when charged to a MasterCard or VISA account.)
3. PURCHASE ORDERS: U.S customers may enclose an authorized original purchase order. No purchase orders are accepted from foreign customers.
4. Charge to a DEPOSIT ACCOUNT. Enter deposit account number and sign order form.

PLEASE INDICATE METHOD OF PAYMENT AND ENTER REQUIRED INFORMATION.

☐ Check or Money Order ☐ Purchase Order (ATTACH ORIGINAL PURCHASE ORDER)

☐ MasterCard ☐ VISA

Account Number ______________________ Expiration Date __________

Signature ______________________________________

☐ Deposit Account Number ______________________________

Signature ______________________________________

ENTER "SHIP TO" ADDRESS ______________________________________

____

____

____

CALL TOLL FREE 1-800-227-3742 TO PLACE PHONE ORDERS OR FOR CUSTOMER ASSISTANCE

EFFECTIVE MAY 11, 1987

GENERAL INFORMATION

1. PRICE LIST
The prices set forth herein may be changed without notice; however, any price change is subject to the approval of the Contracting Officer/USED/Office of Educational Research & Improvement/Contracts and Grants Management Division.

2. PAYMENT
The prices set forth herein do not include any sales, use, excise, or similar taxes that may apply to the sale of microfiche or paper copy to the Customer. The cost of such taxes, if any shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to CMC.

3. REPRODUCTION
Express permission to reproduce a copyrighted document provided hereunder must be obtained from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES
CMC shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure or delay (a) is due to events beyond the control of CMC including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments; (b) is due to failures of performances of subcontractors beyond CMC's control and without negligence on the part of CMC; or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY
CMC's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall CMC be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY
CMC MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OR MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. QUALITY
CMC will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of CMC. Best available copy will be supplied.

8. CHANGES
No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of CMC.

9. DEFAULT AND WAIVER

a. If Customer fails with respect to this or any other agreement with CMC to pay any invoice when due or to accept any shipment as ordered, CMC, may without prejudice to other remedies, defer any further shipments until the default is corrected, or may cancel the order.

b. No course of conduct nor any delay of CMC in exercising any right hereunder shall waive any rights of CMC or modify this Agreement.

10. GOVERNING LAW
This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.

11. DEPOSIT ACCOUNTS
Customers who have a continuing need for ERIC documents may open a Deposit account by depositing a minimum of $250.00. Once a deposit account is opened, ERIC documents will be sent upon request, and the account charged for the actual cost and postage. A monthly statement of the account will be furnished.

12. PAPER COPY (PC)
A paper copy (PC) is a xerographic reproduction, on paper, of the original document. Each paper copy has a Vellum Bristol cover to identify and protect the document.

13. FOREIGN POSTAGE
Postage for all countries other than the United States is based on the International Postage Rates in effect at the time the order is shipped. To determine postage allow 160 microfiche or 75 (PC) pages per pound. Customers must specify the exact classification of mail desired, and include the postage for that classification with their order. Payment must be in United States funds.

STANDING ORDERS SUBSCRIPTION ACCOUNTS

Subscription orders for documents in the monthly issue of **Resources in Education (RIE)** are available on microfiche from EDRS. The microfiche are furnished on a diazo film base and without envelopes at $0.08 per microfiche. If you prefer a silver halide film base the cost is $0.168 per microfiche and each microfiche is inserted into a protective envelope. SHIPPING CHARGES ARE EXTRA. A Standing Order Account may be opened by depositing $1,600.00 or submitting an executed purchase order. The cost of each issue and shipping will be charged against the account. A monthly statement of the account will be furnished.

BACK COLLECTIONS

Back collections of documents in all issues of **Resources in Education (RIE)** since 1966 are available on microfiche at a unit price of $0.078 per microfiche. The collections from 1966 through 1985 are furnished on a vesicular film base and without envelopes. Since 1986 collections are furnished on a diazo film base without envelopes. SHIPPING CHARGES ARE EXTRA. For pricing information write or call Toll Free 1-800-227-3742.

SPECIAL COLLECTIONS

Special collections of early (1956 to 1969) Office of Education Reports are also available from EDRS. These are: Office of Education Research Reports 1956-65; Pacesetters in Innovation, Fiscal Year 1966; Pacesetters in Innovation, Fiscal Year 1967; Pacesetters in Innovation, Fiscal Year 1968; Selected Documents on the Disadvantaged; Selected Documents on Higher Education; Manpower Research, Inventory for Fiscal Year 1966 and 1967; Manpower Research, Inventory for Fiscal Year 1968; Manpower Research, Inventory for Fiscal Year 1969. Please write or call for prices and shipping charges.

AIM/ARM MICROFICHE COLLECTIONS

Please write or call for prices and shipping charges.

ERIC CLEARINGHOUSE COLLECTIONS

Back collections of, or standing order subscriptions for current collections of, microfiche of individual ERIC Clearinghouses are available. Please write or call for prices and shipping charges.

ERIC CLEARINGHOUSE PUBLICATIONS

The ERIC Clearinghouses analyze and synthesize the literature of education into research reviews, bibliographies, state-of-the-art studies, interpretive studies on topics of high current interest and many similar documents designed to meet the information needs of ERIC users. Prices include shipping (except for foreign shipment).

1975 - 1977	$130.00	1980	$ 45.00	1983	$ 30.00
1978	$ 50.00	1981	$ 45.00	1984	$ 35.00
1979	$ 45.00	1982	$ 45.00	1985	$ 35.00

Mail Order Form

UMI Article Clearinghouse, a service of University Microfilms International (UMI), supplies quality photocopies of periodical articles and full issues from 10,000 publications. Copyright clearance is guaranteed, as copies are sold under direct publisher agreements.

Orders for articles published from 1983 to the present are filled within 48 hours and shipped by first-class mail (airmail outside the U.S. and Canada). Pre-1983 articles are shipped in 3-5 days; full issues require four to five weeks. All copies are non-returnable.

Before ordering, please check availability in the UMI Article Clearinghouse Catalog or the UMI Serials in Microform Catalog, or by contacting Clearinghouse User Services. Then complete this order form, enclose payment or reference your Clearinghouse deposit account number, and send the order to:

UMI Article Clearinghouse
Order Department
300 North Zeeb Road
Ann Arbor, MI 48106

Orders may be prepaid by check or money order to University Microfilms International, or charged to an American Express, MasterCard, or VISA account.

Significant discounts are available to customers who establish a Clearinghouse deposit account (minimum deposit $200.00). Call or write for details.

For more information call toll-free 1-800-732-0616. From Alaska, Hawaii, and Michigan call collect (313) 761-4700. From Canada, call 1-800-343-5299. Telex 314597.

Prices for Prepaid Orders

A. Article Copies $9.50
For shipment outside the U.S., Mexico, and Canada, add $2.25.
For additional copies of an article, add $2.25 per copy.

(Inquire for special discounts on multiple-copy orders of 50 or more, and for rush shipping and handling charges.)

B. Full-Issue Copies $35.00*
(Price includes soft-cover binding)
*Add .25 per page for issues over 200 pages.

Optional hard-cover (library) binding $5.00 additional charge.
Please specify "do not bind" if you prefer loose pages.

The following shipping and handling charges apply to orders for full-issue copies:

U.S. and Canada		
Fourth Class or Surface Mail	$2.25 first issue	$0.75 each additional issue
Airmail	$4.00 first issue	$2.00 each additional issue
Latin America/Caribbean		
Surface Mail (4-6 weeks delivery)	$3.50 first issue	$1.00 each additional issue
Airmail	$7.00 first issue	$4.00 each additional issue
UK/Western Europe		
Airmail	$4.20 first issue	$3.60 each additional issue
Africa, Asia, Australia, Middle East		
Surface Mail (8-10 weeks delivery)	$1.70 first issue	$0.70 each additional issue
Airmail	$9.00 first issue	$7.00 each additional issue

Please Note: All shipping and handling charges are subject to change without notice.

Mail Order Form

Payment Method:

_____ Credit; Card Number_____________________ Exp. Date___________

Signature_____________________________________

_____ Check or Money Order Enclosed

_____ Clearinghouse Deposit Account; Number_____________________

Name_____________________________________

Shipping Address_____________________________________

____

____

____

☐ Article Copy ☐ Full Issue

UMI Catalog Number___________ Periodical Title_____________________

Volume___________ Issue___________ Date___________

Article Title_____________________________________

Inclusive Page Nos.___________ Quantity___________

If full issue: ☐ Soft cover ☐ Hardcover ($5.00 charge) ☐ Do not bind

☐ Rush (additional charges apply)

UMI will bill *institutions* for *full issues* only. Billing address (if different than shipping address):

____

____

____

____

UMI Article Clearinghouse

University Microfilms International
A Bell & Howell Information Company
300 North Zeeb Road, Ann Arbor, Michigan 48106
800/732-0616

THE ERIC SYSTEM AND ERIC/EECE

ERIC, the largest education database in the world, is funded by the Office of Educational Research and Improvement of the United States Department of Education. Each month, abstracts and bibliographic information for more than 1,100 documents and 1,500 journal articles on all phases of education are entered into the ERIC database by the 16 clearinghouses in the ERIC system.

Each clearinghouse is responsible for acquiring and processing research reports, program descriptions, curriculum guides, and other documents related to a specific area in education. For example, the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) deals specifically with information on the cognitive, physical, emotional, and social development and education of children from birth through early adolescence.

Like other clearinghouses, ERIC/EECE publishes topical papers, bibliographies, information digests, bulletins, and resource lists for teachers, parents, administrators, researchers, and policy makers. In addition, staff members respond to requests for information related to elementary and early childhood education.

Information in the ERIC database can be retrieved by a computer search or by using published indexes. Abstracts and bibliographic information are listed in two monthly publications: Resources in Education (RIE) and Current Index to Journals in Education (CIJE). The complete text of most of the ERIC documents announced in RIE can be read on microfiche in ERIC microfiche collections available in more than 700 libraries and information centers. In addition, most of these documents can be ordered in paper copy and/or microfiche from ERIC Document Reproduction Service, 3900 Wheeler Avenue, Alexandria, VA 22304 (Telephone: 800-227-3742).

CIJE provides access to journal articles, which may be read in the periodicals in which they were originally published. Selected reprints are also available from the UMI Article Clearinghouse, 300 North Zeeb Road, Ann Arbor, MI 48106 (Telephone: 800-732-0616).

For complete ordering information, consult the order forms in this publication. For more information about the ERIC system and about ERIC/EECE, contact ERIC/EECE Information Services, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Telephone: 217-333-1386).

ERIC Ready Reference #6
Revised April 1987

ERIC CLEARINGHOUSES *(and Other Network Components)*

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base.

The exact number of Clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently 16 Clearinghouses. These are listed below, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover.

ERIC Clearinghouse on *Adult, Career, and Vocational Education* (CE)
Ohio State University
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210-1090
Telephone: (614) 486-3655; (800) 848-4815

All levels and settings of adult and continuing, career, and vocational/technical education. Adult education, from basic literacy training through professional skill upgrading. Career education, including career awareness, career decisionmaking, career development, career change, and experience-based education. Vocational and technical education, including new subprofessional fields, industrial arts, corrections education, employment and training programs, youth employment, work experience programs, education/business partnerships, entrepreneurship, adult retraining, and vocational rehabilitation for the handicapped.

ERIC Clearinghouse on *Counseling and Personnel Services* (CG)
University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, Michigan 48109-1259
Telephone: (313) 764-9492

Preparation, practice, and supervision of counselors at all educational levels and in all settings; theoretical development of counseling and guidance; personnel procedures such as testing and interviewing and the analysis and dissemination of the resultant information; group work and case work; nature of pupil, student, and adult characteristics; personnel workers and their relation to career planning, family consultations, and student orientation activities.

ERIC Clearinghouse on *Educational Management* (EA)
University of Oregon
1787 Agate Street
Eugene, Oregon 97403-5207
Telephone: (503) 686-5043

The leadership, management, and structure of public and private educational organizations; practice and theory of administration; preservice and inservice preparation of administrators; tasks and processes of administration; methods and varieties of organization and organizational change; and the social context of educational organizations.

Sites, buildings, and equipment for education; planning, financing, constructing, renovating, equipping, maintaining, operating, insuring, utilizing, and evaluating educational facilities.

ERIC Clearinghouse on *Elementary and Early Childhood Education* (PS)
University of Illinois
College of Education
805 W. Pennsylvania Avenue
Urbana, Illinois 61801-4897
Telephone: (217) 333-1386

The physical, cognitive, social, educational, and cultural development of children from birth through early adolescence; prenatal factors; parental behavior factors; learning theory research and practice related to the development of young children, including the preparation of teachers for this educational level; educational programs and community services for children; and theoretical and philosophical issues pertaining to children's development and education.

ERIC Clearinghouse on *Handicapped and Gifted Children* (EC)
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589
Telephone: (703) 620-3660

All aspects of the education and development of the handicapped and gifted, including prevention, identification and assessment, intervention, and enrichment, both in special settings and within the mainstream.

ERIC Clearinghouse on *Higher Education* (HE)
George Washington University
One Dupont Circle, N.W., Suite 630
Washington, D.C. 20036-1183
Telephone: (202) 296-2597

Topics relating to college and university conditions, problems, programs, and students. Curricular and instructional programs, and institutional research at the college or university level. Federal programs, professional education (medicine, law, etc.), professional continuing education, collegiate computer-assisted learning and management, graduate education, university extension programs, teaching-learning, legal issues and legislation, planning, governance, finance, evaluation, interinstitutional arrangements, management of institutions of higher education, and business or industry educational programs leading to a degree.

ERIC Clearinghouse on *Information Resources* (IR)
Syracuse University
School of Education
Huntington Hall, Room 030
150 Marshall Street
Syracuse, New York 13244-2340
Telephone: (315) 423-3640

Educational technology and library and information science at all levels. Instructional design, development, and evaluation are the emphases within educational technology, along with the media of educational communication: computers and microcomputers, telecommunications (cable, broadcast, satellite), audio and video recordings, film and other audiovisual materials, as they pertain to teaching and learning. Within library and information science the focus is on the operation and management of information services for education-related organizations. All aspects of information technology related to education are considered within the scope.

ERIC Clearinghouse for *Junior Colleges* (JC)
University of California at Los Angeles (UCLA)
Mathematical Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, California 90024-1564
Telephone: (213) 825-3931

Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions.

ERIC Clearinghouse on ***Languages and Linguistics*** **(FL)**
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037-0037
Telephone: (202) 429-9551

Languages and language sciences; theoretical and applied linguistics; all areas of foreign language, second language, and linguistics instruction, pedagogy, or methodology; psycholinguistics and the psychology of language learning; cultural and intercultural context of languages; application of linguistics in language teaching; bilingualism and bilingual education; sociolinguistics; study abroad and international exchanges; teacher training and qualifications specific to the teaching of foreign languages and second languages; commonly and uncommonly taught languages, including English as a second language; related curriculum developments and problems.

ERIC Clearinghouse on ***Reading and Communication Skills*** **(CS)**
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801-1096
Telephone: (217) 328-3870

Reading, English, and communication skills (verbal and nonverbal), preschool through college; educational research and instruction development in reading, writing, speaking, and listening; identification, diagnosis, and remediation of reading problems; speech communication (including forensics), mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory, speech sciences, and theater. Preparation of instructional staff and related personnel in these areas.

All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching; instructional materials, curricula, tests/measurement, and methodology at all levels of reading; the role of libraries and other agencies in fostering and guiding reading; diagnostics and remedial reading services in schools and clinical settings. Preparation of reading teachers and specialists.

ERIC Clearinghouse on ***Rural Education and Small Schools*** **(RC)**
New Mexico State University
Computer Center (Room 218), Stewart Street
Department 3AP, Box 30001
Las Cruces, New Mexico 88003-0001
Telephone: (505) 646-2623

Economic, cultural, social, or other factors related to educational programs and practices for rural residents; American Indians/Alaska Natives, Mexican Americans, and migrants; educational practices and programs in all small schools; outdoor education.

ERIC Clearinghouse for ***Science, Mathematics, and Environmental Education*** **(SE)**
Ohio State University
1200 Chambers Road, Room 310
Columbus, Ohio 43212-1792
Telephone: (614) 292-6717

Science, mathematics, and environmental education at all levels, and within these three broad subject areas, the following topics: development of curriculum and instructional materials; teachers and teacher education; learning theory/outcomes (including the impact of parameters such as interest level, intelligence, values, and concept development upon learning in these fields); educational programs; research and evaluative studies; media applications; computer applications.

ERIC Clearinghouse for ***Social Studies/Social Science Education*** **(SO)**
Indiana University
Social Studies Development Center
2805 East 10th Street
Bloomington, Indiana 47405-2373
Telephone: (812) 335-3838

All levels of social studies and social science education; content of the social science disciplines; applications of theory and research to social science education; contributions of social science disciplines (anthropology, economics, geography, history, sociology, social psychology, political science); education as a social science; comparative education (K-12); content and curriculum materials on "social" topics such as law-related education, ethnic studies, bias and discrimination, aging, adoption, women's equity, and sex education.

ERIC Clearinghouse on ***Teacher Education*** **(SP)**
American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036-2412
Telephone: (202) 293-2450

School personnel at all levels; teacher selection and training, preservice and inservice preparation, and retirement; the theory, philosophy, and practice of teaching; curricula and general education not specifically covered by other clearinghouses; all aspects of physical education, health education, and recreation education.

ERIC Clearinghouse on ***Tests, Measurement, and Evaluation*** **(TM)**
Educational Testing Service
Rosedale Road
Princeton, New Jersey 08541-0001
Telephone: (609) 734-5176

Tests and other measurement devices; methodology of measurement and evaluation; application of tests, measurement, or evaluation in educational projects or programs; research design and methodology in the area of testing and measurement/evaluation; learning theory in general.

ERIC Clearinghouse on ***Urban Education*** **(UD)**
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 300, Box 40
525 W. 120th Street
New York, New York 10027-9998
Telephone: (212) 678-3433

Programs and practices in public, parochial, and private schools in urban areas and the education of particular racial/ethnic minority children and youth in various settings — local, national, and international; the theory and practice of educational equity; urban and minority experiences; and urban and minority social institutions and services.

Educational Resources Information Center
(Central ERIC)
U.S. Department of Education
Office of Educational Research and Improvement (OERI)
Washington, D.C. 20208-1235
Telephone: (202) 357-6289

ERIC Processing & Reference Facility
ORI, Inc., Information Systems
4350 East-West Highway, Suite 1100
Bethesda, Maryland 20814-4475
Telephone: (301) 656-9723

ERIC Document Reproduction Service (EDRS)
Computer Microfilm Corporation (CMC)
3900 Wheeler Avenue
Alexandria, Virginia 22304-5110
Telephone: (703) 823-0500; (800) 227-3742

Oryx Press
2214 North Central Avenue at Encanto
Phoenix, Arizona 85004-1483
Telephone: (602) 254-6156; (800) 457-6799